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A Study Of School Success
And Failure Of High School Girls.

A STUDY OF SCHOOL SUCCESS AND FAILURE
OF HIGH SCHOOL GIRLS

BY

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A. B. University of Illinois, 1915

THESIS

Submitted in Partial Fulfillment of the Requirements for the

Degree of

MASTER OF ARTS

IN EDUCATION


IN

THE GRADUATE SCHOOL

OF THE

UNIVERSITY OF ILLINOIS

1916



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UNIVERSITY OF ILLINOIS
THE GRADUATE SCHOOL

June 5, 1916

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPER-
VISION BY Jeannette Morrison Engle

ENTITLED A Study of School Success and Failure of High
School Girls

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
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A STUDY OF SCHOOL SUCCESS AND FAILURE OF HIGH SCHOOL GIRLS.

Chapter I.

INTRODUCTION.

A vital question which presents itself to the school administrator is that of the failure or success of individuals of his student body to pass the mark set as the school's standard of success. The problem is one of great importance throughout the field of education because it is closely interrelated with problems of retardation, acceleration, and elimination of pupils, and with questions of school organization and administration.

It is increased in importance by the growing size and complexity of the school population which means for the school a mass of pupils of widely differing mental capacities, social ranks, and life destinies. Mental abilities, home environments, educational and vocational aims vary, and this variation has its bearing upon school success and failure.

The American high school opens its doors to the great and complex school population. It welcomes all graduates of the elementary schools. In ideal it is a democratic institution offering equal opportunities of secondary education to all the people. The statistics of elimination from high schools however, show that only a small percent of entrants graduate. Van Denburg found in New York City that practically 88% of high school entrants had not

graduated at the end of four years, the normal time for graduation.¹ The larger portion of high school entrants then do not receive the benefits of secondary education which fall to the lot of 12%. In order better to realize our purpose of securing for all the people the benefits of high-school education, a study of school success and failure is of vital importance.

Again school success and failure merits study because so many cases have occurred to confound the school's common sense judgments of individuals of rare talents and highest success in later life who have remained undiscovered while in the school. Goethe, Pasteur, Emerson, Gladstone, M. Pierre Curie, David Hume, Caleridge, Schiller, Goldsmith, Lowell, Henry Ward Beecher, Salmon P. Chase, Thomas Edison, are instances of such persons of whom it is said the schools of their childhood and youth found them either dull or unteachable.²

From a social standpoint studies of success and failure in school are of value, since they throw light upon facts concerning the classes of people who constitute the school population. They reveal facts concerning the influence of various institutions of society, one upon the other; for instance, the influence of home upon school; they reveal possibilities of high success for individuals who come from certain environmental conditions or who

¹J. K. Van Denburg -- Causes of, "The Elimination of Students in Public Secondary Schools of New York City"-- Teachers College Series Columbia University, Contributions to Education No. 47, p. 124

²Mind in the Making -- Edgar James Swift.

possess certain characteristics and the limitations of individuals of other classes; they may point out the need of changes in public-school systems.

School success and failure is an important subject of study in hight of the new field of educational research of physical and mental tests and from the viewpoint of psychology in general.

Chapter II.

A. THE PROBLEM:

This thesis undertakes an intensive study of school success and failure. It attempts an extensive and careful analysis of fifty select cases with a view of arriving at something approximating the truth concerning each individual.

Quantitative studies give general information concerning conditions which accompany school failures, but qualitative studies of the same fields bring to light new factors which are perhaps more fundamental, and which may condition to a considerable extent the conclusions of the quantitative study.

The practical schoolman cannot always apply general conclusions drawn from quantitative studies to his particular problems. Because he must act upon his decisions with regard to failures, particular study of individual cases is necessary.

The problem peculiar to this study is one which falls within the work of the practical schoolman. It involves an intimate, personal, and complete analysis of definite cases of failures of high school pupils, from the point of view of the school, the home, the child, the community, with the purpose of discovering such readjustments as might best meet the real conditions as they exist in each particular case.

B. RELATED STUDIES:

A word of explanation is necessary before going into a survey of studies related to the one in hand. Many of the studies deal with failures under the head of "eliminations." Elimination

is a term which includes some factors besides failure. Van Denburg estimates that five-eighths of all eliminations are attended with grades which are unsatisfactory. This is perhaps a conservative estimate; however, as it stands we are justified in thinking of eliminations and failures as highly correlated and shall consider them in this light wherever they occur.

In 1913 C. T. Gray of the University of Texas made a study under the department of Education of the University of Chicago on the "Variations in the Grades of High School Pupils," using the grades from two Chicago public high schools and eight Indiana schools. Mr. Gray found that high-school pupils do not vary greatly in their grades; that is, each pupil has a rank into which he naturally falls and from which he varies but little. (2) The chief cause of variations of grades Mr. Gray finds in the unreliability of teachers' grading. (3) There is only a small group of pupils in the high school whose work is characterized by great variation. (4) The variations exhibited by high school students are due to a number of causes and not alone to instability of pupils. (5) Home conditions, deportment, application, social tendencies, etc., play very little part in variations.

Mr. Gray's confidence in the general stability of the pupil's grades is a point in favor of those who would classify pupils according to mental ability. The fact that a pupil ranks at a certain level without much variation seems to indicate that his brain power is such as to place him and hold him in that particular rank. The theory of stability of grades is opposed to Judd's idea of the varying difficulty of high school subjects and

the consequent varying grades.³ The unreliability of teachers' grading may in some instances bear upon the failure or success of pupils. Mr. Gray attributes great variations to a number of conditions outside of instability. Among these he mentions lack of interest and difficulty of adjustment to new conditions, but excludes home conditions, deportment, application, and social tendencies. If Mr. Gray had looked a little deeper for an explanation of exceptional variations in particular cases he might have found "lack of interest" to be traceable back to home conditions. The experience of our own study has led us to conclude that lack of interest in school work is often due to ignorance of the parents and their prejudice against further scholastic pursuit on the part of the child.

A study in the "Causes of the Elimination of Students in Public Secondary Schools of New York City" was carried on by Dr. J. K. Van Denburg in 1911. His conclusions based upon a study of a thousand cases with regard to the racial stock, economic status, social conditions, vocational intentions, educational aim, retardation, ability, industry and grades of pupils are these in brief:

1. The high school population has come to include nearly a million and a half of people. These are not all interested in academic culture. The need for practical subjects has become popular and urgent. Many types of ability are represented by the pupils now enrolled in the public high school. The people are enthusiastic about their "People's College." They send their children until

³ Judd -- Psychology of High School Subjects, page 17.

they find the school incompatible with their ability, means, or vocational or social interests. When this point is reached elimination severs the association of their children with secondary training. 2. In New York City public high schools twenty-three racial stocks are represented. In proportion to their numbers in the city, the Irish show the poorest representation in secondary schools. Italians come next in order. Hebrews take greatest advantage of high schools in proportion to numbers. Children of American parentage are present in large numbers. Among pupils graduating "on time," fourteen of the twenty-three races are represented. Those making the best showing are: Austrians 23%, Russians 16%, German 16%, English 11.6%. The Hebrew element is a sustaining one wherever it appears. Next to the last of nationalities entering thirty children, appears the record of those whose fathers were born in America showing 10.5% of four hundred twenty-eight entrants graduating "on time." The Irish graduate only one percent. 3. Data collected concerning rent, indicate that the majority of homes represented in public high schools of New York City are below the level of comfortable living. 4. A study of the social conditions represented in the high schools of New York revealed the fact that Federal and city employees patronize the high schools in largest numbers, and that other occupations are represented in the following order: printing trades, professional and semi-professional, office workers and agents, artisan, contractors, manufacturers and tradesmen. The last group sends one-half of the children who attend, but because of their large number in the city they rank relatively fifth in their use of the schools. The percentages of those graduating "on time" are as follows: trade and

manufacture 18%; professional 16%; semi-professional, office work, agencies, 12% each; municipal and Federal employes, 10%; artisans, 8%; transportation, 6%. The children of laborers are not represented at all, although entrants of this class equaled the professional and semi-professional classes in numbers. It is visible that a great waste in school efficiency is evidenced by the wholesale elimination of that class which contributes so largely to the high school, namely the artisans. 5. Van Denburg finds forty-one percent of boys and fifty-one percent of girls on entering high school, undecided as to their vocation. Sixty-eight percent of boys and sixty-one percent of girls who are undecided vocationally, drop out by the end of two years. This is a higher percentage of elimination than occurs among all pupils including those with a vocational aim and those without any. The proportion of eliminations at the end of the second year for all pupils is sixty percent for boys and fifty-five percent for girls. 6. Van Denburg finds this relation between elimination and educational aim or ambition. 50% of boys who consider four years of high school necessary stay two years. 50% of girls who consider four years of high school necessary stay three years. 50% of boys and girls who do not consider high school necessary are eliminated before one year is completed. 7. With regard to retardation and elimination the investigation revealed the fact that those who enter the high school before fourteen years of age do better than those who are older. Almost twice as many of these remain as of those who are between fourteen and fifteen. About twice as many of the fourteen-year-olds entering remain as of the fifteen-year-olds. 8. On the basis of ability as determined by the combined ratings of five

teachers, of which the median was taken as the pupil's rank, a division was made into three classes, those with more than average ability, those with average ability, and those with inferior ability. The conclusions from this study show that the pupils of more than average ability graduate proportionately four times as many as those of average ability or mediocre ability. Two-thirds of the boys of more than average ability however do not graduate. About one-twelfth of the medium and duller boys are retained to graduation. Of girls, 98% of least able girls are eliminated. 71.3% of the brightest girls are eliminated. 9. Industry and graduation: The more industrious have 31% boys and 21% girls who graduate. The "average industrious" group graduates one-tenth. The "least industrious" group graduates 7% of boys and one-third as many girls. 10. Results and Elimination: One in three of those who have superior results will graduate on time; one in eleven of those ranked as average in results will graduate on time; one in fourteen of the boys and one in ninety of the girls of inferior results graduate on time.

We turn now to another phase of the study of success and failure in high schools, that undertaken by Irving King in four Iowa Cities of determine the relation of likes, dislikes, and difficult subjects to the problem in hand. The returns show the largest number of failures in mathematical subjects. A strong sex difference is shown in the choice of English and the languages by girls and by their better success in these branches than in mathematics, the physical sciences, or history, which the boys prefer and in which they show the greater aptitude.⁴

⁴Irving King -- The High School Age.

A tabulation of the grades of 1042 pupils in twenty-three successive classes of the Iowa City High School shows the greatest number of failures to occur in algebra, geometry, and Latin. English and history are balanced in frequency of failures. Judd in, "Psychology of High School Subjects," shows by a table of grades, taken from a series of high schools in the neighborhood of Chicago, the relative difficulty of different subjects as indicated by withdrawals and failures. Mathematics shows a high percent of failures; Latin shows a large percent of withdrawals; English a larger percent of failures than Latin due to the fact that English is required of all while Latin may be dropped and another language substituted.

Irving King in his book "The High School Age," points out the influence of physiological age on elimination. An experiment carried on in a New York City boys' high school divided the entering class into sections according to physiological age. This group was compared with another of the same ability and maturity but classified according to elementary schools from which the boys came. The first class had a much smaller percentage of discharges and a much higher percentage of promotions, than the second, showing an advantage to all from grading according to physiological age. The superiority of girls to boys in point of school work in the later grades and in high school, King attributes to their earlier maturity, which gives them an advantage over the boys. Dr. Crampton made a study of 4800 school boys on the basis of his investigation concludes that age for age, the mature make more rapid school advancement than the immature. Fifty percent more of immature boys fail in high school, than of mature according to his statement.

A school and industrial survey of children in Seattle, attributes elimination or school-leaving to economic pressure 40%; and to dissatisfaction with school 28%; this in grade schools. The survey states that high-school teachers understand less clearly than grade teachers the real reasons for school-leaving. Home investigation revealed the cause to be discouragement and fear of failure in many cases. Fifty percent dropped out when the first school report was given.

An investigation carried on in Worcester, Massachusetts for the purpose of determining the need of trade schools for girls in that city discovered that in 1910 seven hundred employment certificates were issued to fourteen and fifteen year old girls leaving school to go to work in 1910. Sixty percent of these girls were fourteen years of age. More than one-half had not reached the ninth grade. Twenty-five percent had not reached the seventh grade. Of two hundred fourteen homes visited the majority showed that economic pressure was not the impelling force which causes so large an outgo of young girls from the schools. The investigators are led to the conclusion that public schools should furnish training for the motor-mined who are not forced to go to work as soon as the law permits them to go.

In his "Extra class room Study of Decatur High School," Mr. Engleman states that a person's chance of getting a high-school education is in inverse ratio to the number in his family. Fifty percent of the Decatur High-school enrollment comes from homes in which there are but three children or fewer. This is in accord with Van Denburg's study which led to the conclusion that early elimination from high school is favored by having younger brothers

or sisters.

The following summary gives the findings of the Annual Report of the Public Schools of New Orleans for 1914-1915 worked out under the research direction of Dr. J. A. Hill with regard to elimination: 1. A personal study of individual cases reveals more than statistical studies. 2. Causes of elimination are: factors in home industry, individual. There is retardation, maladjustment for grade in school, lack of interest arising from numerous causes, shifting of population, ill-health, and death. 3. Initial or remote causes defy the efforts of the investigator. 4. Causes of withdrawal of pupils from high school are: (a) slow progress; (b) discouraged by absence; (c) lack of interest; (d) dissatisfied with course; (e) ill-health; (f) to assist at home; (g) desire to earn; (h) financial reasons; (i) dislike of teacher; (j) dissatisfied with school; (k) withdrawn by parents; (l) marriage; (m) suspension. 5. Fifty percent of fourteen-year-olds are eliminated because of discouragement due to poor school reports or slow progress; twenty-one percent of fifteen-year-olds are eliminated due to discouragement brought on by absence or slow progress; twenty-two percent of sixteen-year-olds are eliminated due to all causes, the emotional crisis reaching its high tide at this age; fifteen percent of seventeen-year-olds are eliminated for financial reasons; fourteen percent of eighteen and nineteen-year-olds are eliminated to assist at home, through dissatisfaction with courses of study, through lack of interest in their work. 6. It is the opinion of the investigator that nineteen percent of cases interviewed were beyond control of the school. Elimination due to ill-health, financial distress, and marriage are considered beyond the control

of the school. 7. The first high-school year is the critical year for eliminations. 8. Seven percent withdraw on account of financial necessity. 9. The percentage of elimination is lowest in normal and college-preparatory work, highest in commercial courses. Those who enter for two-year courses are more prone to elimination than those who enter for four-year courses. The group who come for general education drop out through slow progress or discouragement due to absence. Those who came through coercion of parents drop out for the same reasons. Those who come to prepare for work are eliminated on account of ill-health or disappointment in their course. Of college-preparatory students many left on account of discouragement due to absence. Forty-one percent of those who came to try high school drop out. College preparatory and "work" pupils stay in largest numbers.

A survey of public schools of Portland, Oregon finds weaknesses in the school system to which it attributes the responsible for large waste of pupils. The criticisms are these: The work is routine, clerical, passive, uninteresting, pointed toward final examinations and preparation for catchy questions. High school imparts courses, not education. The general education of the child is overlooked. Courses are taught with a degree of excellence well fitted to the normal child but no effort is made to adapt it to the abnormal. Too little opportunity to know the pupils is given the teachers. Uniformity of curriculums for all schools is a barrier to progress. Pupil's courses lack unity and definiteness of purpose. The examination system costs twenty percent of the school year and its results are of little value. This advice is given as a remedy for the existent ills: Teachers must know their

pupils. Large numbers is no excuse for machine methods. The placement of every child requires individual judgment and study. Since factors must be considered in determining the grouping of pupils: (1) Maturity; (2) knowledge and ability to learn; (3) probable time to be devoted to schooling due to economic condition of family, personal capacity, aptitude, and inclination; (4) natural capacity and interest, (5) command of the English language; (6) marked defects, abnormalities and subnormalities, physical and mental; (7) sex.

The foregoing statements concerning the lack of adaptation of the school to the pupil's needs are in full agreement with Swift, when he said: "It is more than regrettable that in schoolish zeal for the accomplishment of set tasks the supreme value of selective discrimination for different natures has been denied. To force some tasks upon some children only engenders hatred for the subject and endangers the conservation of enthusiasm which is vital for the symmetry of the ²psychic life." ⁵

Turning from the view point of the school's influence upon success and failure immediately to a consideration of social influences we find The Fifteenth Year book of the National Society for the Study of Education (Part II.) sets forth the Relationship Between "Persistence in School and Home Conditions," based upon a study of schools of Decatur, Centralia, Champaign, Urbana, Rochelle and Gibson City made by C. E. Holley. The author's conclusions are briefly these: (1) There is high correlation between the economic, educational, and social advantages of a home and

⁵ Edgar James Swift -- Mind in the Making.

the number of years of schooling which its children receive. (2) High School children are largely from homes of culture and wealth. (3) The number of books in home is closely correlated with the schooling of the parents and is the best single objective index of the educational advantages open to the children. (4) The responsibility of the school for elimination is insignificant compared with outside social and hereditary factors over which the school has little control. (5) Environmental influences more often cause a child to stop attending school than lack of ability. (6) Social pressure sometimes keeps children in school who cannot profit by the work given. (7) Retardation and truancy are most frequent in the homes of the poor and uneducated.

We turn again to a consideration of the school's relation to school success and failure. Dr. Leonard P. Ayers suggested the reorganization of schools and the establishment of Junior High Schools which should better meet the social, physiological and vocational needs of adolescent young people, as a remedy for the heavy mortality which until 1912-13 existed in the seventh, eighth and ninth grades of Springfield, Illinois.⁶

J. F. Canute (Educational Administration & Supervision Vol. I 617 - Nov. 1915) states that failures in particular subjects are decreased in frequency and eliminations are reduced by the introduction of the Junior High School. H. W. Josselyn, points out the need of better articulation between the elementary school and the High School in order that elimination may be checked.⁷

⁶Educational Section of the Springfield Survey of Public Schools - Springfield, Illinois.

⁷The Modern High School - Johnston and other Chap. IV. p.6,170

An investigation of ten cities reported by Miss Douglas in an article entitled "The Present Status of the Junior High School" shows an increase in enrollment of 34% where junior high-schools are maintained above the enrollment under the eight four plan.⁸ Fourteen schools systems show an increase in the senior-high-school enrollment of 18% since the introduction of the junior high school. Twelve cities show an increase in enrollment under the new plan of 14% of boys. Through the investigations here cited, men in these various schools were led to the conclusion that retardation and lack of interest as causes of elimination and failure are decreased by the reorganization of schools and the introduction of junior high schools.

⁸The Present Status of the junior High School - Ambrey A. Douglas - Pedagogical Seminary Vol. XXII. p. 252, June, 1915

Summary of Related Studies

Factors influencing High Schools Success and Failure;

1. Unreliability of grades. Clarence Truman Gray.
2. Varying difficulty of high school subjects and varying ability to cope with certain subjects. Chas. Hubbard Judd.
3. Racial Stock)
4. Social Condition of Home)
5. Economic Status of Home)
6. Vocational intentions)
7. Educational Aim) Van Denburg
8. Retardation)
9. Ability)
10. Industry)
11. Likes, dislikes and difficult subjects - Iowa Cities
12. Physiological age - Irving King
13. Economic pressure)
Dissatisfaction) Seattle School Survey
Discouragement, fear of failure)
14. Motor mindedness - Worcester, Mass. Trade School Survey.
15. Number in family - J. O. Engleman - Decatur.
16. Slow progress, discouraged by absence, lack of interest, dissatisfied with course, ill health, to assist at home, desire to earn, financial reasons, dislike of teacher, dissatisfied with school, withdrawn by parents, marriage, suspension. Dr. J. Spence Hill - Annual Report of Public Schools of New Orleans.
17. Routine, clerical, passive uninteresting work pointed toward final examinations. General education of child overlooked. Courses administered rather than education. Uniformity of Curriculum. Teachers do not know their pupils. Machine methods - Individual unheeded.

Portland Survey

18. Wealth, comfort of home.
19. Number of books and magazines in home.
20. Social pressure.
21. Parent's education.
22. Heredity.

Dr. C. E. Holley - Fifteenth Year Book of Nat. Soc, for
Study of Education.

23. School organization; its influence upon success and failure

Ambrey A. Douglas
H. W. Josselyn
J. F. Canute
Dr. Leonard P. Ayers

In "Mind in the making", Swift declares the causes of school elimination to be of two classes, namely, social and strictly educational. This survey of related studies has found the problem considered by different investigators from both view points.

Chapter III.

Data of this Study.

A. Object of the Study:

To make a personal intensive study of specific cases of school success and failure. (School success is usually defined as the ability to maintain a certain degree of excellence in grades, commonly grades above 70% or 75 %. School failure is defined as the inability to reach this arbitrary standard in grades. For purposes of this thesis school failure is indicated by grades below 75%. For comparative purposes in this study school success is indicated by grades above 90%.)

B. Method of the Study:

The city high school of Urbana, Illinois, was chosen as a field for investigation. The study was limited to girls of the school with the idea that the personal conferences proposed for the investigation would be more successfully carried on by the investigator among girls than among boys. The examination records of the girls of the high school were consulted and those having all grades, or the greater proportion of their grades below 75% were chosen as subjects of the study. Another group was taken of those having all grades above 90%. It was thought that by comparison of the two groups much light would be thrown upon the problem. Fifty cases under the conditions established, evenly divided between 75% and 90% and grades were available for the study. These points were considered of importance in determining the causes of success or failure of each girl: a mentality; b character or temperament; c environmental conditions influencing the pupil; d the school's articulation with the pupil's needs.

The data upon these points were secured from the following sources:

a the examination records of each pupil in the Urbana high school;
b a card index of individual traits of pupils, furnished by the high school; c mental tests covering the cases chosen; d a personal call at the home of each individual and a conference with each of from thirty to sixty minutes. During the conference information was gained on the points covered by the questionnaire and the calendar of time distribution of the average school week shown below.

C. Means of Study.

A description of each of the means employed to gain information for this thesis follows:

Questionnaire (questions personally asked by the investigator)

1. Health.
2. Education previous to Urbana high school.
3. Home conditions of study.
4. The home actively cooperating with the school or no.
5. Striking likes or dislikes for particular subjects.
6. Striking likes or dislikes for particular teachers.
7. Father's education.
8. Father's occupation.
9. Mother's education.
10. Aim to go to school how long.
11. What vocational aim, if any.

Calendar of Time Distribution of Average School Week.
 (Personally applied by the investigator)

Time	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
A. M.							
12-5							
5-5:30							
5:30-6							

6-6:30
6:30-7
7-7:30
7:30-8
etc.

This was designed to furnish a complete picture of the life of the girl throughout a typical school week so far as activities are concerned. It was designed to throw light upon questions of this kind: habits of study, habits of sleep, habits of recreation, habits of working, activities, interests, distracting influences.

Card Index of Individual Traits.

The card index of individual traits mentioned above was devised by Dr. Chas. Hughes Johnston and employed by the Urbana ^Hhigh school faculty with the purpose of gaining a body of helpful information concerning each pupil, which might be used in guidance. Each teacher filling the opinion of four teachers would thus be secured upon each pupil.

The information gained through this means is valuable since it represents a personal acquaintance of teacher with pupil extending in some cases over three or four years. The card index is particularly interesting in some cases where the opinions of two teachers concerning the same girl are directly opposed; there is evidently a different attitude on the part of the pupil toward different teachers or subjects. A sample card is shown below.

1. Name _____	School _____
Date of Birth _____	Nationality _____
Parents names(_____	Residence _____
Health and physical { _____	Height _____ Ears _____
characteristics from { _____	Weight _____ Eyes _____
physician { _____	

1. Prompt d. Careless f. Lazy
2. Character 2. Responsible
3. Impulsive e. Shiftless g. Habit forming power
3. Intellectual Capacity: a. Able b. Bright c. Average d. Dull
4. Intellectual Habits a. Studious e. Original
and Characteristics b. Industrious f. Matter-of-fact
c. Irregular g. Accurate j. Quickness
d. Lazy h. Strength k. Adaptability
5. Attention: a. Flexible b. Wandering c. Persistent under difficulty
6. Special a. General Interests c. Mechanical (machines, etc.)
Interests b. Bookish " d. Laboratory Interests
e. Artistic Interests f. Nature Interests g. Indifferent
7. Social Capacities: a. Companionable b. Leader c. Follower
d. Love of games of physical skill e. Love of indoor games
8. Habits: a. Habits made c. Good habits at present
b. Habits broken d. Bad habits at present
9. Vocation of Parents { _____

10. Planning for which high school and which curriculum in high school.
11. What vocation has pupil in mind { First choice _____
Second choice _____
12. Remarks.

Mental Tests

The mental tests employed are the Analogies, Cause and Effect, Directions, and Word Building described in, "Whipple's Manual of Physical and Mental Tests." These tests have been administered among others, to the entire Urbana High School, this year by Mr. W. S. Miller of the School of Education. These particular tests were chosen because of their correlation with "general intelligence." The results of the data collected from these tests by Mr. Miller are employed in the cases chosen for this investigation to throw light on the question of school success or failure. The data are presented from the standpoint of the high school year. That is, the person's efficiency in a given test gives him a cer-

tain rank in percent in the number of his class to whom the test was given. For purposes of this thesis the ranking is by deciles. Those falling in the first decile rank lowest, those in the tenth decile rank highest. The sum of the person's ranks in different tests divided by the number of tests gives the average rank of the person among those of his class who were tested.

Personal Visitation

Personal calls were made by the investigator at the home of each girl and a conference of from thirty to sixty minutes was held on Saturday mornings or on school days after four o'clock. This time was more likely to find the girls at home and free to spend their time than other occasions. The conversation was carried on as tactfully as possible in order not to prejudice the girls against the investigation and in order to secure the freest possible answers to questions. As a rule the investigator began with the calendar of time distribution of the average "school week" and concluded with the questionnaire, since the latter requires more personal information. In most cases the investigator was free from previous prejudice or information concerning the girl before holding the conference. Personal traits were noted and a definite opinion was drawn up at the conclusion of the conference to ^{be} weighed later with other data.

D. Data:

A clue to the presentation and tabulation of data is in place here. Pages ? --? contain all of the data collected for all 50 cases, each case tabulated separately. The tabulation of data for each case follows this order: School grades, results of mental tests, card catalogue of individual traits, answers to the questionnaire, diagram of time distribution drawn up from the

calendar of time distribution of the average school week. "75%²⁴- cases occur first in this presentation, 90%+ cases occur last.

Following this general presentation of data, pages 82 and 83 contain a summary of the cases showing diagrammatically the conditions favorable (+) or unfavorable (-) to success in each case and covering the points: health, home discipline, mentality, social life, school progress, educational aim, vocational aim, character, dislike of subjects, dislike of teachers, home tradition for education, parents education, hours of study. The point mentality needs further explanation. A pupil may rank in the decile 1,2,3,4,5,6,7,8,⁹ or 10. For purposes of this diagram, unfavorable mentality includes deciles 1,2,3,4, and is indicated by (-); deciles 8,9, and 10 are considered favorable, and are indicated by the (+) sign, 5,⁶ and 7, lie between (+) and (-) and are indicated by (+).

The summary of cases is followed by a careful description of individual cases as they appear to the investigator after examination of all the data and in the light of the personal conferences. The (75%-) cases are described first, each one being taken up separately. Among (90%+) cases some lumping is possible under one general description of favorable conditions, which occur in all cases. Exceptional cases are described separately.

No.1

English	83	81	82
Algebra	62		
	56		
Ancient Hist.	81	67	
Physiography	78		
Domestic Sci.	89		

School Grades

Analogies	414.4	2nd decile of 50 sophomores
Cause and effect	400.3	1st decile of 50 sophomores
Directions	666	9th decile of 87 sophomores
Word Building	41	Rank 4th decile of sophomores

Mental Tests

Character	1st teacher Responsible Impulsive Careless
Intellectual Capacity	Average
Intellectual Habits	Studious
and Characteristics	Irregular Adaptability
Attention	Flexible
Special Interests	Artistic
Social Capacities	Companionable
Habits	Good at Present

Card Catalogue of Individual Traits

Health: Good

Education Previous to Urbana High School: Urbana Grades

School Progress: Entered at 7 -- graduated at 14

Home Conditions of Study: Fairly good.

Favorite studies: English and Commercial Course

Dislikes study of : Mathematics

Favorite teacher:

Teacher disliked: Algebra teacher

Father's education: Grades

Father's occupation: Mechanic

Mother's education: Grades

Home actively cooperating: The girl is an orphan. The lady who acts as her guardian is interested in her school progress. Wants her to train for business. Says she is a skillful saleslady.

Educational aim: To complete High School and probably attend the University.

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep 9 hrs (10-7)	Sleep 9 hrs. (10-7)	Sleep 9 hrs.(10-7)
Sunday School	Attends class per day 5 per- iods. Studies at school per day 2 periods. Studies at	Morning: house work
Work	home per day 1 hour. Words	Afternoon: Care
Visiting	at home per day 4 hours. Gen- eral reading per day 1 hour.	of clothes and shopping
Walking	1 afternoon per week for own pleasure. On Friday night	Evening: study
Church	this girl usually goes out to the high school literary soci- ety, a dance, theatre,"movies,"	and read
Company	lecture or party. She belongs to a sewing club which meets once a month.	

English	78	77	65	55
			77	
Algebra	68	58		
	75			
Ancient History	71			
Physiography	75			
Botany		75		
Latin	73	55		
Domestic Sci.	83	80		
Plane Geom.	56	60		
	75			

School Grades

Analogies	282.3	5th decile of 50 sophomores
Cause and effect	346.5	1st " " " "
Directions		Failed
Word Building	33	7th decile " 98 "
		Rank $3\frac{1}{4}$ decile of sophomores

Mental Tests

	1st teacher	2nd teacher	3d teacher
Character			
Intellectual Capacity	Dull		
Intellectual Habits and Characteristics	Irregular Lazy		
Attention	Flexible		
Special Interests	General Mechanical		

Health: Good until this year Diphtheria left her with heart disease. Wore glasses in grades.

Education Previous to Urbana High School: Decatur through 3rd grade. Urbana grade schools.

School Progress: Entered at 6 --Graduated at 15.

Home conditions of study: Fairly good. Noisy roomers.

Favorite subjects: Latin, Bk.keeping, music, drawing.

Dislike: Algebra, physiography.

Father's education: Graduated from grades in Illinois.

Father's occupation: Janitor.

Mother's education: Graduated from grades in Illinois.

Home actively cooperating with schools: Not.

Educational Aim : Course in Brown's Business College.

Vocational Aim : Stenography. Music.

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep 9 hrs. (10-7)	Sleep 9 hrs. (10-7)	Morning: house work
	Classes per day 5 periods	
	Study at school 2 "	Afternoon: shopping
Sunday School	" " home 1.5 hours	
	Practice piano 1 "	Evening: Show
Church	Crochet 1 "	Orpheum
	Goes to town on way home	
House work	one hour. Twice per	
	week out for the evening	
Reading	with boy friends to shows	
	etc.	
Company		
Walking		
Church		
Company		

Calendar of time distribution

English	63	57
Algebra	61	
Physiography	70	
Botany	55	
Latin	62	
Typewriting		84

School Grades

Health: Poor in Grades. Good in high school
Has worn glasses since 6th grade. Nervous.

Education previous to Urbana high school: Urbana grades

School progress: Graduated at 15

Home condition of study: Good, studies in own room, cannot concentrate when others are around.

Favorite subjects: History, short hand and typewriting

Subject disliked: Geometry.

Father's education: Attended school till 19 yrs. of age in Scotland. Read and studied at home.

Father's occupation: Farmer

Mother's education: Through grades, 1 yr. in high school

Home actively cooperating with schools: Yes

Educational Ambition: Through college

Vocational Ambition: Stenographer

Answers to Questionnaire

Sunday	School Days	Saturday
Sleeps 9 hrs. (10-7)	Sleeps 9 hrs. (10-7)	Sleeps 9 hrs. (10-7)
Sunday School	Attends class per day 6 hrs.	Morning: house work
Church	Studies at school 9 " "	Afternoon: Care of clothes, shopping, study.
Work	" " home 3 "	
Read	Works " " 1 "	Night: Read, study
Study	Practice piano 1 "	
Organ Recital		
Letter writing		
League		

Calendar of time distribution

English	92	90	81	84 ^{No. 4}	90	73	71	31
Algebra	84	73			75	66		
		81						
Am. History							78	
Plane Geom.			75	62				
Ancient Hist.	80	75						
Civics					79			
Physiography	90							
Botany		76						
Latin	75	67						
Free Hand Draw.	93	93	92	92				
Domestic Sci.	82	83	91	91				
Com. Law	80							
Ag.	84							

School Grades

Analogies

Cause and effect

Directions .357

1st decile of 77 Seniors

Word Building .35

2nd decile of 77 Seniors

1 $\frac{1}{2}$ decile rank among Seniors

Mental Tests

Health: Eyes have given some trouble. Missed school at dif-³²ferent times on account of throat.

Education previous to Urbana high school: Urbana grades

School progress: Started at 6 -- Graduated at 14
Made grade one in six months

Home conditions of study: Good

Favorite subjects: House hold Science

Subject disliked: Mathematics

Father's education: Left school in Senior year of H. S.

Father's occupation: Farmer.

Mother's education: U. of I. graduate.

Home cooperating with schools: Yes

Educational Ambition: Graduate in Domestic Science

Vocational Ambition: Work involving Domestic Science

Answers to Questionnaire

Sunday	School Days		Saturday
Sleeps (10-7)	Sleeps (10-7) 9 hrs.		Sleeps (10-7) 9 hrs.
House work	Attends Class per day 5 hrs.		Morning: house work
Read paper, mag-azines	Studies at school	2 "	Afternoon: shopping, parties
Study	" " home	2 "	Night: movies
Walking	Work " "	2 "	
Visiting	Exercise outdoor	1 "	
Bou company	Relaxation	2 "	
	Read papers	30 min.	
	Usually out to shows Fri. and Sat. night.		

Calendar of time Distribution

				No. 5	33
English	86	82	57		
Algebra	53	49			
	75				
Ancient Hist	65				
Physiology		64			
Bookkeeping	66	50			
Typewriting				75	
Domestic Sci.	80	82			

School Grades

Health: Has hindered school progress

Education previous to Urbana high school: Urbana grades

School Progress: Entered at 7 -- Graduated at 14

Conditions of home study: Good

Favorite subject: Algebra, Household Sci. English Typewriting

Subjects disliked: History. Language Science

Favorite Teacher: Liked all

Father's education: To eighth grade

Father's occupation: Contractor

Mothers education: Through eighth grade

Home actively cooperating with school: Yes

Educational ambition: Through high school - 2 yrs, domestic science beyond high school.

Vocational ambition: Home making, teacher of domestic science.

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep (10-7:30)	Sleep (10-7:30) 9.5 hrs.	Sleep (10-7:30)
Sunday Schl.	Attends class per day 5 hrs.	Morning: house work
Church	Studies at school 3 "	Afternoon: shopping
House work	" " home 1 "	Home-- crochet
Sleep, study read	Works " " 1 "	Sew--read
League	Practices music 1 "	Night: home, read or shopping
Visit with Girl Friends	Relaxation 2 "	
	Goes out on Friday night to movies.	

Calendar of time distribution.



English	77	72	75	75	No.6	35
		83				
Algebra	59	72				
	90					
Plane Geom.			56			
			75			
Civics				77		
Physiography	79					
Physiology				77		
Botany		66				
Latin	73	67				
	78	57				
Domestic Sci.	76					
Mod. History			75			

School Grades

Characrer	Careless	Careless Shigtless Lazy
Intellectual Capacities	Average	Dull
Intellectual Habits and Characteristics	Irregular Lazy	Irregular
Attention	Flexible	Flexible
Special Interests		
Social Capacities	Leader A social butterfly	
Habits	Loves outdoor games	

Health: Poor

No.6

36

Education Previous to Urbana High School: 2 yrs. at Fusland, Illinois. Urbana grades.

School Progress: Entered at 6 -- Graduated at 14.

Home condition of study: good.

Favorite subjects: Neutral

Father's education: 4 years in college and 4 yrs. medical training.

Father's occupation: Physician

Mother's education: 2 yrs. in high school

Home actively cooperating with schools: Yes

Educational Ambition: Not any strong purposes in this line

Vocational Ambition: Not looking ahead

Answers to Questionnaire

Sunday	School Days	Saturday
Sleeps 10hrs.	Sleeps (10-8) 10 hrs.	Sleeps 10 hrs.
Sunday School	Attends class per day 5 hrs.	Morning: house work
House work	Studies at school 2 "	Afternoon: shopping
Read books, study	" " home 2 "	Evening: movies, lecture
Walking Company	Errands 1 "	
League Church Company	Seems to go out several evenings per week. Leads a gay social life.	

Calendar of time distribution

Character

Intellectual Capacity	Dull
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Intellectual Habits and Characteristics	Lazy Industrious
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Attention	Flexible
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Special Interests

Social Capacities	Companionable Follower
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Card Catalogue of Individual Traits

Health: Had lung fever in the fifth grade. Was weakened physically and retarded with work.

Education previous to Urbana high school: Attended school in Oklahoma 2 yrs. Urbana grades 6 yrs.

School progress: Entered at 6 -- graduated at 15.

Home condition of study: Good

Favorite subject : Botany

Subject disliked: English

Favorite teacher: Botany teacher

Teacher disliked: English teacher

Father's education: Within 3 wks.of high school graduation

Father's occupation: Farmer

Mother's education: 2 yrs. in high school

Home actively cooperating with schools: Yes

Educational ambition: Business course

Vocational Ambition: Bookkeeping

Answers to Questionnaire

Sunday	School Days		Saturday
Sleep (10-7)	Sleep (10-7) 9 hrs.		Sleep (10-7) 9hrs.
Sunday School	Attends class per day 6 hrs.		Morning : house work
Church			
Work	Studies at school	0 "	Afternoon: shopping
	" " home	3 "	read papers, study
Riding-walking			
reading book-			
reviews			
League	House work	2 "	Evening: Town, movies,
Boy Company	Recreation	1 "	shows, socials
	Goes out to movies, theatre,		
	or orpheum on Friday and		
	Saturday nights.		

Calendar of time distribution

English	83	86	No.8	39
Algebra	66	66		
	90			
Ancient Hist.	78	76		
Physiography	82			
Agriculture	82			

School Grades

197.6	8th decile of 50 sophomores
265.	2nd decile of " "
616.	8th decile " 87 "
38	" " " 98 "
	Rank $6\frac{1}{2}$ among sophomores tested

Mental Tests

Health: Bronchial trouble causes very irregular attendance at high school

Schooling previous to Urbana High School: Urbana grades

School progress: Entered at 6--graduated at 15

Home condition of study: good.

Favorite subjects: Drawing, English

Subjects disliked: Geometry

Father's education: Grade schools

Father's occupation: Carpenter

Mother's education: Grade schools

Home actively cooperating with schools: Passively

Educational ambition: University course. Land Scape Gardening.

Vocational ambition: Application of Art probably to Land Scape Gardening.

Answers to Questionnaire

Sunday	School Days		Saturday
Sleep (9-6:30)	Sleep (9-6:30) 9½ hrs.		Sleep (9-6:30)
Sunday School	Attends class per day 5 hrs.		Morning: house work Practice piano
Study	Studies at school	1 "	
Walking	" " home	2 "	Afternoon: house work
Riding			Errands, sewing
League	Works " "	1 "	Evening: Business,
Church	Music " "	1 "	town, movies

Usually attends movies on Friday night. Sometimes attends during the week.

Calendar of time distribution

English	78	78	90
Algebra		72	80
Ancient Hist.	88		
Domestic Sci.	86	86	
German			

No.9

41

School Grades

Analogies	297	2nd decile in 50 sophomores
Cause and effect	184.2	3rd " " " "
Directions	.655	8th " " " "
Word Building	44.	10th " " " "
		Rank $5\frac{3}{4}$ decile of sophomore tested

Mental Tests

Character	Prompt
	Responsible
	Habit Forming
Intellectual Capacity	
Intellectual Habits and Characteristics	Studious
	Industrious
	Endurance
	Matter of Fact
	Adaptability
Attention	Persistent
Social Capacities	Follower

Card Catalogue of Individual Traits

Health: Good

No.9

42

Education previous to Urbana high school: Champaign 7 yrs.
Urbana grades 1 yr.

School progress:

Home condition of study: Good

Favorite subjects: English and Geometry

Subject disliked: Ancient history, German and Algebra.

Father's Education: Common school.

Father's occupation: Carpenter.

Mother's education: Common school.

Home actively cooperating with schools: Yes.

Educational ambition: To attend the University.

Vocational Ambition: To teach 8th grade.

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep 8 hrs.	Sleep 8 hrs.	Sleep 8 hrs.
Sunday School Church	Attends class per 5 hrs.	Morning: housework
Walking with girls	Studies at school 2 "	Afternoon: house work, shopping
Endeavor Church	Studies " home 2 "	Evening: study or parties
	Works " " 2 "	
	Exercise 1 "	
	Relaxation 2 "	

Calendar of time distribution

English	80
Algebra	50
Ancient Hist.	70
Physiography	Fail
Domestic Sci.	Fail

No.10

43

School Grades

Analogies	373.6	2nd decile of 50 sophomores
Cause and effect	150.9	7th decile " " "
Directions	257	1st " " 87 "
Word Building	30	7th " " "
Rank $3\frac{1}{2}$ decile of sophomores tested		

Character	Prompt Responsible	Mental Tests	
		Careless	Shiftless
Intellectual		Lazy	
Capacity	Bright	Bright	Average
Intellectual	Studious	Irregular	Lazy
Habits and	Accurate	Quick	Adaptable
Characteristics	Quick	Wandering	
Attention	Flexible		
	Persistent		
Social Capacity	Companionable	Companionable	
	Leader	Leader	

Card Catalogue of Individual Traits

Health: Good.

No.10

44

Education previous to Urbana High School: Urbana grades.

School progress: Entered at 6 or 7 -- graduated at 15.

Home condition of study: Good.

Favorite study: English.

Study disliked: Bookkeeping.

Favorite teachers: No preference.

Father's education: Seventh or eighth grade.

Father's occupation: Railroad engineer.

Mother's education: To the 3rd year in high school.

Home actively cooperating with schools. ?

Educational ambition: Perhaps through high school.

Vocational Aim : Nurse.

Answers to Questionnaire

Sunday	School Days		Saturday
Sleep (10:30-7:30)	Sleep 9 hrs.		Sleep 9 hrs.
Mass	Attends class per day	4 hrs.	Morning: house work
House work	Studies at school	0 "	Afternoon: house work
Walking	" " home	$\frac{3}{4}$ "	Champaign, shopping
Calling	Works " "	1.5 "	Evening: Read
Company	Relaxation	3 "	
Read novels or magazines	Waste time	5 "	
Church	Attends movies usually on Friday evening with boy friend.		
Boy Company			

Calendar of time distribution

English	79	75	81	No.11	45
Algebra	78	76			
Plane Geom			96		
Ancient History	69				
Physiography	80				
Botany		79			
Mod. History			65		
Typewriting				98	

School Grades

Directions	413	3rd decile of 87 sophomores
Word Building	42	10th " " "
		Rank $6\frac{1}{2}$ decile among sophomores

Mental Tests

Health: Good.

No.11

46

Education Previous to Urbana high school: Centre Point.
Weber street.

School progress: Entered at 6--graduated at 15.

Home condition of study: Poor.

Favorite study: Typewriting.

Study disliked: History.

Father's education: 5 years in the grades.

Father's occupation: Coal hauler.

Mother's education: 5 years in the grades.

Home actively cooperating with schools??

Educational ambition. Business course.

Vocational ambition: Stenographer.

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep (9L30-7)	Sleep (9:30-7) 9.5 hrs.	Sleep (9:30-7)
Sunday School	Attends Class per day 5 hrs.	Morning: house work
Church	Studies at school 1 "	Afternoon: Ironing
Work	Works " home 3 hrs.	Night: work and rest
Play piano	Studies " " 1 "	
Fool Around		
Call on Girls	Relaxation 1 "	
Entertain Callers		
Church	Attends Prayer meeting on Wed. evening and Sunday school class meetings on Friday evening.	

Calendar of time distribution

English	83	75	No.12	47
Algebra	53			
Ancient History	71	70		
Physiography	75			
Botany		64		
Stenography	75			

School Grades

Analogies	319.8	3rd decile of 50 freshman
Cause and effect	377.4	1st " " " "
Directions	.30	2nd " " 94 "
Word Building	20	1st " " 102 "
Rank $1\frac{3}{4}$ decile of freshmen		

Character	Careless Shiftless Lazy	Mental Tests
Intellectual	Dull	
Capacity	Irregular	
Intellectual	Lazy	
Habits and		
Characteristics	Matter of fact	
Attention	Wandering	
Social		
Capacities	Follower	

Card Catalogue of Individual Traits

Health: Has had poor health at times which caused her to miss considerable schooling.

Education previous to Urbana high school: Was taken in the Urbana grades.

School progress: Entered at 6--graduated at 14.

Conditions of study at home: Good.

Favorite studies: None

Subjects Disliked: Hates them all.

Teacher disliked: She says they all hate her.

Father's education: Finished the 6th grade in Urbana, suffered a prolonged illness which ended his schooling.

Father's education: Liveryman.

Mother's education: Lacked 3 months of completing high school.

Fell out with her rhetoric teacher.

Home actively cooperating with schools: Very anxious for the children to receive education but quick to condemn schools and teachers.

Educational ambition: To stop school at once.

Vocational ambition: Miliner. Has some skill as an artist, has thought some of landscape gardening.

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep 9 hrs.	Sleep 9 hrs. (10:-7:30)	Sleep 9 hrs.
Mass	Attends class per day 7 hrs.	House work in the morning.
Sunday School	Studies at school 0 "	Afternoon and evening spent with friends in various amusements
Study	" " home 3 "	
Read, books and magazines	Works " " 1 "	
	Tennis and sports 2 "	
Company	Friday and Saturday evenings also frequently (evenings of week days are spent in dancing and in attendance at theatres and movies.	

English	75	83	No. 13	49
Algebra	77	78		
Physiography	70			
Botany		78		
Latin	68			

School Grades

Health: Nervous. Trip to school^{No. 15} interferes with health. 50

Education previous to Urbana high school: Grades in Rigeville.
8th grade in Urbana.

School Progress: Entered at 6--graduated at 15.

Home condition of study: Good.

Favorite subjects: Algebra and English.

Subjects disliked: History, Foreign Language.

Favorite teachers: All but one.

Father's education: Not through grades.

Father's occupation: Carpenter.

Mother's education: Very little if any.

Educational ambition: Has about reached her ambition. Not keen
to complete high school.

Vocational ambition: Milinery.

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep (9-6)	Sleeps 9 hours	Sleeps 9 hours
Sunday School	Attends Class per day 4 hrs.	Morning: house work
Church		Sewing
Visiting	Studies at school 3 "	Afternoon: Amusements
Walking	" " home 2 "	Movies
Read Magazines and Sun. paper		Evening: Movies
Endeavor	Outdoor exercise 1½ "	
Church	Relaxation ½ "	
Boy Company	Sew 1½ "	
	Attends movies, literary parties and orpheum on Friday evening.	

Calendar of time distribution

					No. ⁴			51
English	84	82	76	77	81	74	90	
Algebra	68	51						
	76							
Plane Geometry			75					
Ancient History	78	76						
Physiography	70							
	86							
Latin	70							
Free Hand Draw.	94	95	74	81				
Domestic Science	84	75						
Modern History	84							
Civics					80			
Com. Law					80			
							School Grades	
Bookkeeping			80					

Character	Prompt Lazy	Shiftless Lazy
Intellectual Capacity	Average	Average
Intellectual Habits and Characteristics	Irregular Lazy	Irregular
Attention		Wandering

Card Catalogue of individual traits

Health: Poor. Worn out each spring with school work. Has not been out of school on account of health however.

Education previous to Urbana high school: Grades in Urbana.

School Progress: Entered at 6--graduated at 14.

Home condition of study: Not good. Could make it better if she would.

Father's education: 8th grade in Illinois.

Father's occupation: Barber.

Mother's education: 8th grade in Illinois.

Home actively cooperating with schools: Yes as best it knows how. Its slack discipline makes its efforts at cooperation vain.

Educational Ambition: Parents would have her take a music course at the University of Illinois, or a course in Brown's Business College. The girls ambition seems to be to stop school as soon as possible.

Vocational Aim: An irresponsible life.

Answers to Questionnaire.

Sunday	School Days	Saturday
Sleep (11-)	Sleep 9 hours	Sleep 9 hours
Sunday School	Attends class per day 4 hrs.	Morning: care of clothes
Walking	Studies at school 2 "	Afternoon: shopping, parties
Entertains Girls	" " home ½ "	Night: movies
Study if exams are on	This girl is away from home almost every evening. She spends the time from 3-6 in the afternoon at the confectionary, movies, homes of girls friends, and on the streets.	
Lunch at Confectionary		

Calendar of time distribution

			No.15	53
English	86	88	92	
Algebra	79	74		
	56			
Plane Geometry			80	
Ancient History	81	90		
Physiography	81			
Botany		90		
Domestic Science	84			

School Grades

Health: Good since 3rd grade. Out ^{No. 15} 5 months in 3rd grade with lung trouble. Poor health previously.

Education previous to Urbana high school: Urbana grades.

School progress: Entered at 6--graduated at 13.

Home condition of study: Fairly good condition of study.

Favorite subjects; music. Math. Physical Culture

Subjects disliked: History. Language.

Favorite teachers: liked all.

Father's education: Graduated from the grade schools of Indiana.

Father's occupation : Supt. of Bridges and Buildings. Fig 4.

Mother's education: Junior in high school.

Home actively cooperating with school: Yes.

Educational Ambition: Music course in U. of I.

Vocational Ambition: Teach music. Stenographer.

Answers to Questionnaire

Sunday	School Days		Saturday
Sleep (9-6:30)	Sleep 9½ hours		Sleep 9½ hours
Sunday School	Attends class per day 6 hrs.		Morning: house work
House work	Studies at school	1 "	Afternoon: town, shopping, shwo
Walking, riding	" " home	2 "	Evening: show, friends
read magazines			dance
study, practice	School activities	2 "	
piano			
Entertain boy	Reads magazines	½ "	
friend			
	Attends parties dances, shows, movies on Friday night. Sometimes goes to movies on other nights besides Fri. and Sat.		

Calendar of time distribution

English	71
Algebra	55
Ancient History	79

No.16

55

School Grades

Analogies	211.9	8th decile of 50 freshmen
Cause and effect	157.2	7th decile " " "
Directions	.476	5th " " 94 "
Word Building	30	" " "102 "

Rank $6\frac{1}{4}$ decile of freshmen tested

Mental Tests

Character	Impulsive Careless	
Intellectual Capacity	Average	Average
Intellectual Habits and characteristics	Industrious	Industrious
Attention	Flexible	Wandering
Social Capacity	Companionable Follower	

Card Catalogue of individual traits

Health; Appendicitus for two years; has weakened her system.
An operation this year kept her out of school for 2 weeks but

has much improved her health.

Education previous to Urbana high school: Champaign (Col. Wolfe) and Thornburn.

School progress: Entered at 6--graduated at 15.

Home condition of study: Good.

Favorite subjects : History and drawing.

Subject disliked; Algebra.

Father's education: Grade schools of Ill.

Father's occupation: Retired farmer. Traveling salesman for a medical company.

Mother's education: Grade schools of Ill.

Home cooperating actively with schools: Yes so far as it is able to control the children.

Educational aim: Complete high school, take music and china painting lessons at Berea, Ohio Girls School.

Vocational aim: To practice china painting or teach painting lessons.

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep 9½ hours	Sleep 9½ hours	Sleep 9½ hours
Sunday School	Attends class per day 5 hrs.	Morning: house work
Church		
House work	Studies at school 2 "	Afternoon " "
Church	" " home 1 "	Evening; shopping
Visiting with	Music 1 "	
home folks	Out door exercise 1 "	
	Read 2.5"	

Calendar of time distribution

English	86	86	84	87
Algebra	78	84		
Ancient History	77	75		
Physiography	78			
Botany		81		
Plane Geom.			73	68
			91	
Zoology			79	
Physiology				84
Civics			72	
German				95 91 91
Typewriting			77	91

School Grades

Analogies	269.2	3rd decile of 50 juniors
Cause and effect	184.3	3rd " " " "
Directions	.943	9th " " " "
Word Building	37	6th " " 80 "

Mental Tests

Character	Prompt Responsible	Prompt Responsible
Intellectual Capacity	Bright	Average
Intellectual habits and characteristics	Studios Industrious Accurate Endurance Strength Quickness Adaptability	
Attention	Persistent	Flexible
Special interest	General bookish laboratory nature	
Social Capacities	love of games of physical skill	

Habits

Good at present
Card Catalogue of individual traits

Health: Good during school life.

Education previous to Urbana high school: Urbana grades.

School progress: Entered at 6--graduated at 13

Home condition of study: good

Favorite subjects of study.

Father's education: Through grades.

Father's occupation: Carpenter

Mother's education: Grade school education

Home actively cooperating with school: Yes

Educational Ambition: Through high school and Business course

Vocation ambition: to become a stenographer.

Answers to Questionnaire

Sunday	School Days		Saturday
Sleep (9:30-7)	Sleep 8.5 hours		Sleep 8.5 hrs.
Sunday School Church	Attends class per day 5 hrs.		Morning house work
House work	Studies at school	2 "	Afternoon: care of clothes, calling, shopping
walking, read magazines and books, play piano	" " home	2.5 "	
	Works " "	1 "	
	Plays piano	1 "	
young peoples meeting	Outdoor exercise	1 "	
Entertains boy friend			

Calendar of time distribution

English	75
Algebra	78
Ancient History	90
Physiography	90

School Grades

Analogies 323.3

3rd decile of 50 freshmen

Cause and effect 100.0

5th " " " "

Directions .506

" " " 94 "

Word Building 52

7th " " " "

Rank 5th decile of freshmen

Mental Tests

Health: good throughout school life

No.18

60

Education previous to Urbana high school: Urbana grades

School progress: Entered at 7 --graduated at 14

Home condition of Study: Good

Subjects liked: Ancient history, English, Botany and Drawing

Subject disliked: Algebra

Teachers liked.: " teacher

Father's education: Through grades

Father's occupation: Carpenter

Mother's education: Grade school

Educational Ambition: To stop school at one. Suppose she must continue in school since her father insists she must

Vocational ambition: Teacher of young children

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep 8.5 hours	Sleep 8.5 hrs.	Sleep 8.5 hrs.
Sunday School	Attends class per day 6 hrs.	Morning: house work
Church		
House work	Studies at school 3 "	Afternoon: shopping
Walking	" " home 1 "	calling
Reading	Works " " 1.5"	
Practive piano	Out door exercise 1 "	
Young People's Meeting	Plays piano .5"	
Boy company		

Calendar of distribution of time

English	95	89	73
Algebra	83	89	
Anc. Hist.	82		
Plane Geom.			63
Physiography		84	
Botany	80		
Latin	87	80	68
German			75 75

School Grades

Analogies	436.8	1st decile of 50 sophomores
Cause and effect	318.7	2nd " " " "
Directions	.577	10th " " 87 "
Word Building	26	2nd " " "

Mental Tests

Character	Careless
Intellectual Capacity	Dull
Intellectual habits and characteristics	industrious irregular matter of fact lazy
Attention	Flexible
Social Capacities	Follower
Habits	Made broken Bad habits at present

Card catalogue of individual traits

Health: Good

No.19

62

Education previous to Urbana high school: Milan to 4th grade, Capron, Winnebago, Lincoln.

School Progress: Entered at 7--graduated at 14

Home conditions of study: Not good, noisy roomers.

Favorite subject: Latin. Like all studies

Father's education: working for Ph D.

Father's occupation: Supt. of Schools.

Mother's education: 4 year college course

Home actively cooperating with schools: yes.

Education ambition: 4 yr. college course

Vocational Ambition: Teach music.

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep 9 hrs.	(9:30-6:30)	Sleep 9 hrs.
Sunday Schl.	Attends class per day 4 hrs.	Morning; fool around practice
Play piano 2 hrs.	Studies at school 3 "	Afternoon: calling, sewing, society
Walking attend Organ Recitals	" " home 3 "	Evening: town, shopping
Read	Pracitce music 2 "	
Study	Crochet and run errands 2 "	

Calendar of time distribution

English	75
Algebra	64
Anc. Hist.	77
Physiography	79
Drawing	93

No.20

65

School Grades

Analogies	260.5	10th decile of 50 freshmen
Cause and effect	418	1st " " "
Directions	391	34d " " 94 "
Word Building	21	2nd decile " 102 "
		Rank 4th decile of freshmen

Character	Impulsive
	Careless
	Lazy

Mental Tests

Intellectual Capacity	Average
Intellectual Habits and Characteristics	Irregular

Attention	Companionable
	Follower

Card catalogue of individual traits

Health: poor. Out of school in 8th grade with serious blood poisoning; 3rd grade pleurisy; 4th scarlet fever; 6th and 5th pretty good health; 7th poor health, eyes gave trouble, 8th pretty good health; high school nervous breakdown.

School Progress: Entered at 6--graduated at 14

Education previous to Urbana high school: Wisconsin till the 8th grade. Thornburn.

Home condition of study; not good

Subjects liked: drawing

Dislikes: Physiology, History.

Favorite Teacher: Likes all teacher.

Father's education: 8th grade. For want of other opportunities at schooling he repeated the 7th and 8th grades.

Father's occupation: keeps filter at water works.

Mother's education: finished 7th grade

Home actively cooperating with schools: Yes to the best of its limited ability.

Educational ambition: To attend a private academy which she has in mind.

Vocational aim: Teach

Answers to Questionnaire

✓ Sunday	School Days	Saturday
Sleep 8 hrs	8 hrs	8 hrs.
House work	Attends class per day 4 hrs.	Morning: sabbath sch.
Walking company	Studies at school 2 "	work about house
Recital at	" " home 2 "	Afternoon: young
Auditorium	Out door exercise 1 "	People's visiting
Study	House work 2 "	company
Company	Social life with girls. 30	Evening: Champaign
	Out Wed, Thur. Sat and Sun.	confectionary, enter-
	nights	tains boy friend

Calendar of time distribution

English	86	86	81	No. 21 89	75	70	65
Algebra	84						
Am. Hist.						81	
Plane Geom.			90 70				
Ancient Hist.	83	80					
Civics				81			
Physiography	87						
German				79	59	66	
Botany		83					
Bookkeeping			85				
Latin	76						
drawing	92	94					
Typewriting				83	70	85	
Domestic Sci	78						

School Grades

Directions .783 7th decile of 77 seniors

Word Building 29 1st " " " "

Rank 4th decile of "

Character Shiftless Responsible Mental Tests

Intellectual Capacity Average

Intellectual habits and characteristics	Irregular	Irregular
Attention	Wanderings	Persisten

Special Interest Bookish

Social capacity Loves games of physical skill

Habits Continually absent, could be much better all around if she would only attend to business

Individual Traits

Card 37

Health: Good except eyes are weak

Education previous to Urbana high school: 1st 3 yrs. in country.
Remainder at Webber school in Urbana.

School progress. Entered at 7--graduated at 14

Home conditions of study: Good

Likes: music, history, domestic science, shorthand, typewriting

Dislikes: Geometry, algebra

Likes: All teachers

Father's education: did not finish grades

Father's occupation: 1 yr. in H. S.

Mother's education: 1 yr. in high school

Home actively cooperating with school: Yes

Educational ambition: to graduate from H. S. and take a course
in Brown's Business College

Vocational ambition: to stay at home or be a stenographer

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep (9-6:30)	9.5 hrs.	9.5 hrs.
Church	Attends class per day 4 hrs	Morning: house work care of clothes
House work	Studies at school 3 "	Afternoon, shopping in Champaign
Read books	" " home 2 "	Evening: picture show with cousin
Walking	Works 1 "	
Read		
Call on girls	Outdoor exercise 1½ "	
Study 2 hrs.	Car ride ½ "	
Play piano 1 hr.	Attends movies on Friday night with boy friend.	

Calendar of time distribution

English 80

Algebra

Physiography 75

School Grades

Analogies 222

7th decile of 50 freshmen

Cause and effect 202.6

5th " " "

Directions 417

3rd " " 94 "

Word Building 19

1st, " " 102 "

Rank 4th decile of Freshmen

Mental Tests

Character

So quick tempered that she has trouble with her instructors.

1892

1892

1892

1892

1892

1892

1892

1892

1892

1892

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1892

1892

1892

1892

1892

1892

1892

1892

Health: good

Education previous to Urbana high school: 1st grade St. Mary's School. Public schools of Urbana.

School progress: Entered at 7--graduated at 15. Out of school in the 5th grade because of nervous trouble.

Home conditions of study: good

Subjects liked: Art typewriting

" disliked: Algebra

Teachers liked: All save Math. teacher

Father's education: 10 yrs. made 2 grades in one. Attended Business School one term.

Father's occupation: Boiler Maker, shop man.

Home actively cooperating with schools: Sends all children to high school, has one daughter in university.

Educational ambition: Graduate from high school and Brown's.

Vocational aim: Stenographer

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep (10-7:30)	9.5 hrs.	9.5 hrs.
Church	Attends class per day 6 hrs.	Morning: house work Printing Pictures
Write letters	Studies at home 1 "	
Read	" " school 0 "	Afternoon: walking shopping
Walking with boys friends	Works " home 1 "	Evening: Dance
Date at home or at homes of girl friends	This girl goes out to the picture show or orpheum on Wed. and Fri nights with boy friends.	

Calendar of time distribution

English	83
Algebra	75
Anc. Hist.	80
Physiography	75

No.23

69

School Grades

Analogies	398.3	1st decile of 50 freshmen
Cause and effect	183.4	6th " " " "
Directions	.524	6th " " 94 "
Word Building	32	2nd " decile of 102 "
		Rank $3\frac{3}{4}$ decile of freshmen

Mental Tests

Health: Lost 1yr. on accoutn of health. Grew too fast.

Education previous to Urbana high school: Urbana grades

School progress: Entered at 7--graduated at 16

Home conditions of study: Good

Subjects liked: drawing

" dislikes: algebra, math.

Teachers liked: English teacher

" disliked: Math. teacher

Father's education: 7th grade in Indiana

" occupation: Ice man

Mother's education: 8th grade in Illinois

Home actively cooperating with schools: Pushed its childred children as far as they will go, two sisters have refused to take high school training but have each taken 2 yrs. as special students in the Uni.

Educational ambition: To graduate from high school and take work in Uni. preparatory to landscape gardening

Vocational ambition: Land scape gardening

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep (10-6:30)	8.5 hrs.	8.5 hrs.
House work	Attends class per day 4 hrs.	
Read	Studies at home	2 " Morning: house work
Calling	" " school	2 " Afternoon: shopping
Organ Recitals	Exercise	2 "
Church	Work " home	2 "
Study	Visiting girls	1 "

Calendar of time distribution

English	75	80
Algebra	83	
anc. Hist	70	
	86	
Latin		
Physiology	68	68
German	73	
Plane Geom	87	76

School Grades



Health: lungs weak, kept her out of school perhaps a month of every year.

Education previous to Urbana high school: Camden and St. Louis

School progress: Entered at 5--graduated at 14, skipped 2nd grade.

Home condition of study: good. No trouble concentratin.

Subject liked: English, algebra

Hates: Latin and Ancient History

Dislikes: Algebra teacher and Principal

Likes: English, Math. and History teachers.

Father's education: Grades, Ohio

Father's occupation: Carpenter

Mother's Education: 7 or 8 yrs. Kansas schools

Home cooperating heartily with schools: Yes

Educational Ambition: Private training in music

Vocational Ambition: Teach music

Answers to Questionnaire

Sunday	School Days	Saturday
Sleeps (9:30-7)	9.5 hrs.	9.5 hrs.
Sunday School.	Attends Class per day 4 hrs.	Morning: house work ironing
House work	Studies at school 1 "	
Car Ride or Walk "	" home 2 "	Afternoon: Campfire home, read, practice music
Study	Work " " 2 "	
League or church	Outdoor recreation 2½"	Evening: movies, Orpheum
Entertain Boy Company	Friday night is spent at dance or movies	
	Every other Mon. night Royal Neighbors.	

Calendar of time distribution

English 92 96 93 92

No. 25

73

Algebra 95 98 94

Plane Geom 92 95

Anc. Hist 90 94

Physiography 92

German 94 92 94

Botany 92

Latin 93 92 91 93 93

Chemistry 89

School Grades

Analogies 132.3 10th decile of 50 Juniors

Cause and effect 82.3 9th " " " "

Word Building 50 10th decile " "

Mental Tests

Character	Prompt	Prompt
	Responsible	Responsible
	Power to form	Impulsive
	habits	

Intellectual Capacity	Able	Able
-----------------------	------	------

Intellectual habits and characteristics	Industrious	Studious
	Original	Accurate
	Accurate	Strength
	Endurance	Quickness
	Strength	Ability

Attention	Persistent	Flexible
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Interests	General	Laboratory
		Artistic
		Nature

Social Capacities	Follower	Love of indoor
	Loves games	and outdoor games
	of physical	
	skill	

Habits	Good at present
--------	-----------------

Individual Traits



Health: Good always

Education previous to Urbana high school: Chicago Douglas school
Urbana 8th grade. Kindergarten 2 years.

School Progress : Entered at 6--graduated at 12, skipped higher
4th and higher 5th.

Condition of home study: Good

Favorite Study: Chemistry

Dislikes: No study

Favorite Teacher: Chemistry Teacher

Father's Education: Graduated from U. of I. and spent 6 yrs. in
medical school.

Father's occupation: Physician

Mother's education: Graduate of U. of I.

Home actively cooperating with schools: Yes

Educational ambition: University graduation and finishing course
Domestic Science or L. A. and S.

Vocation ambition: Teaching

Answers to Questionnaire

Sunday	School Days	Saturday
Sleeps 9 hrs.	(10-7)	9 hrs.
Sunday School	Attends class per day 5 hrs.	Morning: house work
Church	Studies at school 3 "	Afternoon: Orpheum
Read	" " home 1 "	"Movies," Parties
Walking	Music " school 1 "	Night: Orpheum
Entertain	Work " home 30 min.	Theatre, dance , study 30 minutes
League	Tennis and recreation 2 "	
Study	Read and write letters 1 "	
Talk with folks	This girl is away from home usually three evenings per week. She has much leisure time and studies comparatively very little.	

English	80	92	90	90	91	91	90
Algebra	96	97					
Plane Geom.				96	93		
Am. Hist							93
Civics						95	
Physiography	86						
German					95	96	95 95
Botany		90					
Latin	94	94	90	91			
Eng. Hist.					90	96	
Domestic Sci.	91						
Chemistry					91		
Sewing			92	94			
Typewriting					90	92	

School Grades

Directions	.892	9th decile of 77 seniors
Word Building	43	7th " " " "

Rank 8th decile of "

Mental Tests

Character prompt
 responsible
 power to form habits

Intellectual Able
 Capacity

Intellectual Studious
 Habits and Industrious
 Characteristics Original
 Accurate
 Endurance
 Strength
 Quickness
 Adaptability

Attention Persistent

Special Interest General
 Bookish
 Laboratory
 Artistic



Social Capacities Companionable

Follower

Love of games of physical skill

Card Catalogue of Individual traits

Health: Out of school 3 years in the grades on account of delicate health. 7th and 8th grades, poor health

Education previous to Urban high school: Country school to 7th grade. St. Joe Illinois 8th grade.

School progress: Entered at 5--graduated at 14

Home condition of Study: Good

Favorite Studies: Sciences

Studies disliked: History and English

Favorite Teacher:

Father's education: 8th grade graduate

Father's occupation: Farmer.

Mother's education: 8th grade graduate

Home actively cooperating with schools.

Educational ambition: Graduate of U. of I. in Domestic Science

Vocation aim: Home making

Answers To Questionnaire

Sunday	School Days	Saturday
Sleep $8\frac{1}{2}$ (10:30-7)	Sleep 8.4 hrs.	Sleep 8.5 hrs
Read	Attends class per day 6 hrs.	Morning: house work washing and ironing
Study some	Studies at school 1 "	
Entertain	" " home 2 "	Afternoon: shopping movies
Friends	Reads papers $\frac{1}{2}$ "	
	Relaxation 1 "	Night: dance, show
	Works at home 0 "	
	Attends movies or shows on Sat. nights.	

Calendar of time distribution

No. 27

English	92	95	90	94	90	90
Algebra	98	98	96	95	95	
Ancient History	90	91				
Civics					96	
Physiography	92					
German					95	95 95
Latin	93	92	90	92	92	
English Hist					96	

School Grades

Analogies	172.4	9th decile of 50 juniors	
Cause and effect	91.2	9th "	" " "
Directions	.957	10th "	" 73 "
Word Building	53	10th "	" 80 "
		Rank 9 2/9 decile of juniors	
Character	prompt responsible impulsive	prompt responsible	Mental Tests prompt power to form habits
Intellectual Capacity	average	bright	able
Intellectual habits and characteristics	industrious original accurate endurance strength quickness adaptability	studious accurate	studious responsible accurate endurance strength quickness adaptability
Attention	persistent	persistent	
Special interest	bookish	bookish	artistic
Social capacity	companionable		companionable leader
Habits	good at present	good at present	love games

Card Catalogue of individual traits

Health: Good

Education previous to Urbana high school: 1 year in Boston private school. Kindergarten 2-7. Urbana grades

School progress: Graduated at 12 years.

Home condition of study: Not alone during study but has concentration to a favorable extent.

Favorite subjects: German, Botany Laboratory.

Subjects Disliked: Botany lecture. Latin at times.

Favorite Teacher: German teacher.

Teacher disliked: Latin teacher.

Father's education: Six years after high school.

Father's occupation: Professor of Electrical Engineering

Mother's Education: College graduate. One year of graduate work.

Home activity cooperating with schools: Yes.

Educational Ambition: Five years of College work.

Vocational Ambition: Home making. Kindergarten.

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep (9:30-6:30)	Sleep 9 hours	Sleep 9 hours
Sunday School	Attends class per day 5 hrs.	Morning: house work Piano practice
Read	Studies at school 2 "	
House work	" " home 2 "	Afternoon: read, study, sometimes
Make candy	Works " " 2 "	attend matinee
Entertaining girl friends	Music " " 1 "	Evening: Usually out to theatre or party.
	Playing " " 1 "	

Calendar of time distribution

1890

Received of Mr. J. H. Smith, the sum of \$100.00

for the purchase of land.

Witness my hand and seal this 1st day of January 1890.

John H. Smith

Notary Public for the State of New York

My Commission Expires the 1st day of January 1891

Attest: My hand and seal this 1st day of January 1890.

John H. Smith

Notary Public for the State of New York

My Commission Expires the 1st day of January 1891

Attest: My hand and seal this 1st day of January 1890.

John H. Smith

Notary Public for the State of New York

My Commission Expires the 1st day of January 1891

Attest: My hand and seal this 1st day of January 1890.

John H. Smith

Notary Public for the State of New York

My Commission Expires the 1st day of January 1891

Attest: My hand and seal this 1st day of January 1890.

John H. Smith

Notary Public for the State of New York

My Commission Expires the 1st day of January 1891

No. 28

English	94	94	92	94	92	92	92
Algebra	90	90			90		
Plane Geom			93	93			
Ancient Hist	90	90					
Physics					90		
Am. Hist.						91	93
Civics					90		
Botany		93					
Latin	93	95	92	93	91	90	92 92
German							

School Grades

Analogies	225.7	4th decile of 50 seniors
Cause and effect	99	7th " " " "
Directions	.566	3rd " " 77 "
Word Building	48	9th " " "

Rank 5 $\frac{3}{4}$ decile of seniors tested

Character	prompt responsible	prompt impulsive careless	Mental Tests prompt responsible
Intellectual capacity	able	bright	bright
Intellectual habits and characteristics	studious industrious matter of fact accurate quick adaptable	irregular original	irregular
Special interests	bookish		bookish
Social capacities	companionable follower	follower love games of physical skill	follower
Habits		good at present bad " "	

Health: good.

Education previous to Urbana high school: Boston private school
4 years. Urbana grade schools.

School progress: Graduated at 13

Favorite subjects: English German

Subjects Disliked:

Favorite Teacher: English Teacher

Father's Education: Six years after high school

Father's occupation: Professor of Electrical Engineering.

Mother's education: College graduate and 1 year of graduate work

Home Actively cooperating with schools: Yes.

Educational ambition: Home making

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep 9 hrs.	Sleep 9 hrs.	Sleep 9 hrs.
Sunday school	Attends class per day 5 hrs.	
Church	Studies at school 3 "	Morning: shopping and house work
Company	Spends organ lesson per week one hour	Afternoon: reads
Read	Spends Ger. tutor " "	studies
	three hours	
	Works at home very little	Evening: Theatre
	Practices piano 1 hr.	parties

Calendar of time distribution

Analogies	866	2nd decile of 50 juniors
Cause and effect	284.3	4th " " " "
Directions	.714	7th " " 81 "
Word Building	.45	8th decile of 80 "
Rank $5\frac{1}{4}$ decile of Juniors tested		
Mental Tests		

Health: Good

Schooling previous to Urbana high school: Urbana grades

School progress: Started at 7--graduated at 13. Made 1st, 2nd, 3rd and high 3rd in 2 years.

Home condition of study: Good by self in quiet room

Favorite subjects: Natural Sciences and Mathematics Civics, short-hadn drawing, music.

Studies disliked: None

Teacher Favorite: Algebra and German

" disliked: Latin teacher

Father's education: high school 2 years in college

" occupation: Carpenter

Mother's education: high school, 2 years in college, taught

Home activity cooperating with schools: Yes

Educational aim: Graduation from college. Work her way by teaching.

Vocation aim: Some application of Art and Design

Answers to Questionnaire

Sunday	School Days	Saturday
Sleeps 9.5 hrs.	Sleeps 9.5 hrs.	Sleeps 9.5 hrs.
Sunday School	Class per day 6 periods	Morning: house work shopping
Church	Study " " 1 "	
House work	" at home 2.5 "	Afternoon: Campfire Standard keepers social
Read, draw	Typewriting $\frac{3}{4}$ hours	
Organ recital	Work 1 "	Night: Study lessons Sometimes attend lectures or musicals at the auditorium
League	Relaxation 1 "	
Church		

Calendar of time distribution

English	92	91	90	92	
Algebra	95	97			
Plane Geom			91	93	
Anc. Hist.	91	90			
Physiography	90				
Botany	91				
Latin	91	94	90	90	91
Domestic Sce	92				
Com. Law				92	
German				95	92 94

School Grades

Character	prompt responsible	prompt responsible
Intellectual capacity	average	bright
Intellectual habits and characteristics	industrious irregular	studious industrious accurate endurance matter of fact strength quickness adaptability
Attention	persistent	persistent
Special Interests	aftistic	artistic
Social capacities	companionable	leader
Habits	good habits bad "	

Card catalogue of individual traits

Health: Good

Education previous to Urbana high school: Shwnee town and Urbana grade schools

School progress: Entered at 6--graduated at 15

Home condition of study: good

Favorite studies: music preferred like all

Study disliked: none

Favorite teacher: like all

Father's education: attended Carbondale Normal

" occupation: Farming

Mother's education: Attended Western College

Home actively cooperating with schools: Yes

Vocational aim: Concert player or teacher of music.

Educational aim: Thorough education in music.

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep 8 hrs.	Sleep 8 hrs.	Sleep 8 hrs.
Sunday School	Attends class per day 4 hrs.	Morning: house work and care of clothes
Church	Studies at school 2 "	
Read bks. of own choosing	" " home 2 "	Afternoon: shopping and Campfire meetings
Walking	Works " " 5 "	
Attend Organ Recital	Music " " 2 "	

Read This girl is usually away from home on Friday and Saturday evenings. She attends the high school literary society, the Star Lecture course, symphony concerts and other functions such as the University community furnishes

Calendar of time distribution

English	96	96	95	97	95	92
Algebra	93	98	91	91	85	90
Am. Hist.						
Physiog.	92					
German					93	90 92 93
Botany		93				
Bookkeeping			95	95		
Latin	90	92				
Eng. Hist.					90	90
Chem.					Incomplete	
Pub. Speaking						88
German 4						92

School Grades

Analogies	198.1	6th decile of 50 seniors
Cause and effect	83.7	9th " " " "
Word Building	49	10th " " " "
		Rank 8 1/3 decile of seniors

Character	prompt	prompt
	impulsive	impulsive
	responsible	responsible
	capable of habit formation	

Intellectual	bright	able
Capacity	studious	studious
habits and	industrious	industrious
characteristics	original	matter of fact
	endurance	shows accuracy
	strength	quickness
	adaptability	adaptability
Attention	persistent	persistent

Special	general
interests	bookish
	laboratory

Social	companionable	companionable
capacities	leader	leader
	love of games	of physical skill

Card catalogue of individual traits

Health: Has suffered from eye strain during high school, but not serious enough to keep her out of school long.

Education: Previous to Urbana High School: Country schools of Ill. through grades.

School Progress: Entered at 6--graduated at 14.

Home Condition of study: Fair.

Favorite studies:

Study Disliked: Chemistry; Algebra.

Favorite Teachers: None.

Teacher Disliked: None.

Father's Education: Did not complete grades in Ill.

Father's Occupation: Farmer.

Mother's Education: Took a higher course in grades of Ill.

Home Cooperating with schools: Yes. Older sister now in University.

Vocational Aim: Teach.

Educational Aim: College graduation.

Answers to Questionnaire

Sunday	School Days.	Saturday
Sleep (10-7)	Sleep 9 hrs.(10-7)	Sleep 9 hrs. (10-7)
Sunday School	Attends class per day 5 hrs. House work & sewing	
Church	Studies at sch. per day 3 hrs in morning and after-	
	" " home per day 3 hrs. noon.	
Work	Works " " " " 1 "	
	Relaxation " " " 1 " Study (7-10)	
Study	Waste time (reads papers, talks	
	& lounges) 2 hrs.	
Christian Endeavor		
	Few amusements occur in her week.	
Company	She attends the movies about 3	
	times per year.	

Calendar of time distribution for average sch.
week.

	No. 32.				88
	1st. yr.	2d yr.	3d yr.	4th yr.	
English	96 96	96 96	90 92	94	
Algebra	94 94		90		
Main Geom.		95 95			
American Hist.				95	
Ancient Hist.	95 95				
Physics				83	
German			96 96	96	
Latin			93 94		
Latin		98 98	96 96		
Chemistry			95 95		
Selling		99 99			

		School Grades			
Analyses	173.2	7th decile of 50 seniors			
Use & Effect	121.8	5th	"	"	"
Directions	779	8th	"	"	83
Building	40	6th	"	"	77
		Rank $6\frac{1}{2}$ seniors			

	Mental Tests		
	1st. Teacher	2d. Teacher	3d. Teacher
Character	Prompt	Prompt	Prompt
	Responsible	Responsible	Responsible
		Habit forming	Bright
Intellectual Capacity	Able	Power	Bright
Intellectual Habits	Studious	Studious	Studious
and	Industrious	Industrious	Industrious
Characteristics	Accurate	Accurate	Accurate
	Matter of fact	Endurance	Endurance
	Strength	Strength	Matter of fact
	Quickness	Quickness	Worries
Attention	Persistent		
Special Capacities	Companionable	Companionable	Companionable
	Follower	Follower	Follower
		Love games of	
		physical skill	
		Love games of	
		indoor	

Special Interests

General
BookishGeneral
Bookish
Laboratory

Card Index of Individual Traits

Health: Good

Education: Previous to Urbana High School; 3d grade to 2d yr. high school.

School Progress: Entered at 6--graduated at 14.

Home Conditions of study: Good.

Favorite subjects: All.

Father's education: 2 years in Southern Illinois Normal.

Occupation: Mechanic.

Mother's education:

Home actively cooperating with schools: Yes.

Educational ambition: Through the University.

Vocational Ambition: Application of Domestic Science.

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep (11-7)	Sleep (11-7:30) 8.5 hrs.	Sleep (11-7:30)
Sunday School	Attends class per day 4 hrs. Morning: House-work, Studies at School " 3 " sewing.	
	" " Home per day 3-4 hrs.	
	Relaxation " " 1 "	
	Exercise " " " "	Afternoon: Mend clothes, study, Camp-fire Meetings.
Read Papers, Magazines, Books.		Night: Study
C. E. & Church	Friday night she attends the high school literary twice a month.	

Calendar of time distribution

		No. 33		91
	1st.yr.	2d yr.	3d yr.	
English	92 93	94		
Algebra	99 88	96		
Ancient Hist.	92 91			
Physiography	95			
German		95		

School Grades

Analogies	105.5	10th decile of 50 sophomores
Cause & Effect	133.3	8th " " " "
Directions	578	7th " " 87 "
Word Building	38	8th " " 98 "

Rank $8\frac{1}{4}$ decile of sophomores tested

Mental tests

Character	Prompt Responsible Habit forming	Prompt Responsible
Intellectual Capacity	Bright	Bright
Intellectual Hab- its and Characteristics	Studious Industrious Original Endurance Strength Accurate Quick Adaptable	Studious Industrious Original Endurance Strength Accurate
Attention	Persistent	Persistent
Special Int.	General Bookish Laboratory Artistic	Bookish Laboratory Nature Interests
Social Capacities	Companionable Leader Loves outdoor & indoor games	

Card Catalogue of Individual Traits.

Health: Good

Education: Previous to Urbana High School: Urbana Grades.

School Progress: Entered at 6--graduated at 13.

Home Conditions of Study: Good.

Favorite studies: Math. Science, Household Science, Music, Drawing, Painting.

Subject Disliked: Has difficulty with language pronunciation.

Favorite Teachers.

Teachers Disliked.

Father's Education: 3 yrs. in college. General course.

Father's occupation: Dairyman.

Mother's Education: Special-art course at University.

Home actively cooperating with schools: Yes.

Educational Ambition: Through University and perhaps advanced work in Household Science.

Vocational Ambition: Home making.

Answers to Questionnaire.

Sunday	School Days	Saturdays.
Sleep (9:30-6)	Sleep (9:30-6)	Sleep (9:30-6)
Sunday School. Church.	Attends Class per day 4 hrs. Studies at Sch, " " 3 " " " home " " 1.5 " House work " " 1 " Music " " 30 min. Outdoor Ex. " " 2 hrs.	Morning: Practice music, sewing, run errands. Afternoon: Sew, Read, Play with children, Shopping.
Read Books. Play Piano. Go walking.	Attends Literary, Uni. & High School entertainments. Is an active athletic. Camp- fire worker.	Night: Study.
Endeavor. Church.		

Calendar of time distribution

	1st yr.	2d yr.	3d yr.
English	92 95	97	
Algebra	99 100	96	
Ancient Hist.	91		
Physiography.	93		
Botany	95		
German			98
Latin	94 95	94	

School Grades

Analogies	204.1	8th decile of 50 sophomores
Cause & Effect	116.2	9th " " " "
Directions	792	10th " " 87 "
Word Building	(21)	Rank 9th decile of sophomores

Mental Tests.

	1st. Teacher	2d. Teacher	3d. Teacher
Character	Prompt Responsible	Prompt Responsible	Prompt Responsible Habit forming
Intellectual Capacity	Able	Bright	Able
Intellectual Habits and Capacities	Studious Industrious Original Endurance Strength Quickness Adaptability	Studious Industrious Accurate Strength Quickness Adaptability	Industrious Original Accurate Strength Quickness Adaptability
Attention	Flexible	Persistent	Persistent
Special Int.	General Bookish	Bookish	General Bookish Laboratory
Social Capacities	Leader	Companionable Leader	Companionable Leader Love outdoor games.
Habits	Good habits Bad Habits		

Health: Good

Previous education: Urbana Grades. Entered at 6--graduated at 14.

Home conditions of study: Good

Favorite Subject: Math.

Subjects disliked: None.

Favorite Teacher:

Teacher disliked:

Father's Education: Through high school.

Father's Occupation: Merchant.

Mother's Education: Through high school.

Home actively cooperating with schools: Yes.

Educational Ambition: College graduate.

Vocational Ambition: Teach Domestic Science.

Answers to Questionnaire

Sunday	School days	Saturday
Sleep (10-7) 9 hrs.	Sleep 9 hrs.	Sleep 9 hrs.
Sunday School	Attends Class per day 5 hrs.	Morning: House-work
Church	Studies at sch. " 2 "	
	" " home " 3 "	
	Relaxation " " 2.5 "	
Read Bk. Reviews		Afternoon: Read, Shopping, Parties, Movies.
Company		Night: Study some- times. Amusements.
Study.	Attends theatre-movies- Dances on Friday night.	

Calendar of time distribution

	No. 35				95
	1st yr.		2d yr.		4th yr.
English	94	94	90	93	97
Algebra	90	90		90	
Plane Geom.			91	91	
American Hist.					90
Ancient Hist.	89	87			
Civics				95	
Physics			Zool. 89		Incomplete
Botany		89			
German				95 96	96 96
Latin	95	95			
Free Hand Draw.	93	93			
Domestic Science.	91	90			

School Grades

Analogies	180.1	7th decile of 50 seniors			
Cause & Effect	84.3	8th	"	"	"
Word Building	.45	8th	"	"	77 "

Rank 7 $\frac{2}{3}$ decile of seniors tested.

Mental Tests

Character	1st. Teacher Prompt Responsible Habit forming
Intellectual Capacity	Able
Intellectual Habits and Characteristics	Studious Industrious Accurate Endurance Strength Quickness Adaptability
Attention	Persistent
Special Interests	General Bookish Nature

Health: Good.

Education Previous to Urbana Haigh School: Dana, Indiana, until 3d yr. high school.

School Progress: Entered at 6--graduated at 13.

Home Conditions of study: Good.

Favorite Subjects: German and English.

Subjects Disliked: None.

Favorite Teachers: German and English Teachers.

Father's Education:

Father's Occupation: Merchant.

Mother's Education: Through high school.

Home actively cooperating with schools: Yes.

Educational Ambition: Graduate, L. A. & S.

Vocational Ambition: Secretarial work.

Answers to Questionnaire.

Sunday	School Days	Saturday
Sleep 9 hrs.	Sleep 9 hrs.	Sleep 9 hrs.
Sunday School	Attends Class per day 4 Studies at sch. " " 2 " "home " " 3.30 House work " " 1 Read magazines " " .30	Morning: House-work. Afternoon: Shopping Orpheum.
Study		
Walking		
Company Calling Read for Bk. Reports.	Friday night is spent dancing or at the theatre of movies.	Evening: Dance.
Entertain Boy Friend.		

Calendar of Time Distribution of Average Sch. wk

Social Capacities	Companionable
	Follower
	Love games
	Indoor & outdoor

Card Catalogue of Individual Traits.

	No. 36						
	1st yr.		2d yr.		3d yr.		4th yr.
English	85	92	91	90	92	93	98
Algebra	94	98	p.g.	92	96	98	
Anc. Hist.	89	90					
Am. Hist.							93
Zoology			92	Civics	96	Physics	89
Physiography	91						
Physiology			92				
Botany		90					
Latin	94	91	90	91	93	92	95

School Grades

Character	Prompt
	Responsible
Intellectual Capacity	Bright
Intellectual Habits and Characteristics	Studious Industrious Irregular Endurance Strength
Attention	Persistent
Special Interests	General Bookish
Social Capacities	Companionable Follower Love games of physical skill
Habits	Good at present Bad at present

Card Catalogue of Individual Traits

Health: Good

Education previous to Urbana High School: Towanta, Ill. 5th Grade to high school; 2 months' high school at Normal training school.

School Progress: Entered at 6; graduated at 13

Home condition of study: Good

Favorite study: Mathematics

Subject Disliked:

Teacher Liked particularly:

Teacher Disliked:

Father's Education: 4 years college, Master's degree, Theological Training.

Father's Occupation: Minister.

Mother's Education: High School Graduate.

Home actively cooperating with schools:

Educational Ambition: University graduation

Vocational Ambition: Teaching.

Answers to Questionnaire

<u>Sunday</u>	<u>School Days</u>	<u>Saturday</u>
Sleep 9 hrs.	Sleep 9 hr. (7-10)	Sleeps 9 hrs
Sunday School	Attends class per day 4 per.	Morning: House
Church	Studies at sch. " " 3 "	work
	" " home " " 3 "	
Work		
Reading for Ek. Rev.	House work " " 1 Hr.	
Mission Study	Exercise " " 1 "	Afternoon:
		House work.
Piano Practice	Attends Literary on Friday	Night: Study
Endeavor	night twice a month.	
Church		

Calendar of time distribution.

	1st yr.	2d yr.	3d yr.	4th yr.
English	96 96	95		
Algebra	98 99			
Plane Geom.		96		
Zoology		96		
Physiography	90			
Botany	96			
Latin	94 95	95		

School Grades

7th decile of sophomores tested

Directions 556, 7th decile of 87 sophomores tested
 Word Building

35, 7th decile of 98 sophomores tested

Mental Tests

Character Prompt
 Responsible
 Habit Forming

Intellectual
 Capacity Able

Intellectual
 Habits and
 Capacities studious
 Industrious
 Original
 Accurate
 Endurance
 Quickness
 Strength
 Adaptability

Card Catalogue of Individual Traits

Health: Aenemic; nervous shock upon entering school made her ill.

Education Previous to Urbana High School. Home tutoring made three grades in 1 year. Began tutoring at 8 years. Missed one year on account of ill health.

School Progress: Mde high school in six years.

Home Condition of Study: Good

Favorite Subjedt: Geometry, Art.

Study Disliked:

Teacher, Favorite:

Teacher Disliked:

Father's Education: German Education (Classical)

Father's Occupation: Professor of German

Mother's Education: Boarding School, Germany.

Home Actively Cooperating with Schools: Yes.

Educational U. of I. and training abroad in Architecture.

Vocational Aim: Application of Artistic Skill, probably to Architecture.

Sunday	School Days	Saturday
Sleep (8:30 -7)	Sleep (8:30-7) 10.5 hrs.	Morning: Shopping
Nature Study	Attends class per day 5 hrs.	Dentist
	Studies at sch. " " 3 "	Doctor
Recreation	" " home " " 2½ "	
	Plays " " " " 1 "	
Companionship with father and brother.	Works " " " " 0 "	Afternoon:
	Attends Star Lecture Course and Symphony Concerts. Never been to a movie.	Study.
Read Magazines		
Play Violin		
Play		

Time Distribution of Average School Week.

	1st yr.	2d yr.	3d yr.	4th yr.
English	90 92	95 97	95 95	95 95
Algebra	99 97		97	
Plane Geom.		96 95		
Am. Hist.				93
Anc. Hist.	92 92			
Zoology		94		
Civics			96	
Physics		Music 94		91
Physiography	92			
Botany	93	German	96 96	96
Latin	96 96		93 94	93
Bookkeeping		93 94		

School Grades

Rank $9\frac{1}{2}$ decile of seniors tested

Directions. 870 9th " " 77 seniors

Word Bldg. 55 10th " " 77 seniors

Mental Tests

	<u>1st Teacher</u>	<u>2d Teacher</u>
Character	Prompt	Prompt
	Responsible	
	Habit Forming	

Intellectual Cap.	Able	Able
Intellectual	Studious	Irregular
Habits and	Industrious	Original
Characteristics	Accurate	Quickness
	Endurance	
	Matter-of-fact	
	Strength	
	Quickness	
	Adaptability	

Attention Persistent Flexible

Special Interests Bookish

Social Capacities Companionable

Follower, Loves games of physical skill

Habits

Good, Bad.

Card Catalogue of Individual Traits

Health: Good

Home Condition of Study: Good

Education Previous to Urbana High School: Urbana grades.

School Progress: Entered at 6--Graduated at 13

Favorite Study: Languages, Physics.

Stdy. Disliked: History

Favorite teachers: Language and Physics teachers.

Teachers Disliked:

Father's Education: Dr's. Degree

Father's Occupation: Instructor in Engineering.

Mother's Education: Graduate of U. Of I.

Home Actively Cooperating with Schools: Yes.

Educational Ambition: Graduate from U. of I., Modern Lang. Course.

Vocational Ambition: Teaching.

<u>Sunday</u>	<u>School Days</u>	<u>Saturday</u>
sleep (11-7:30)	Sleep (11-7:30) 8.5 hrs.	Sleep (11-7:30)
Church	Attends Classes per day 5 hrs.	Morning: House
	Studies at sch. " " 2 "	work, shopping
	" " home " " 3 "	
	Works " " " " 0 "	
read	Outdoor sports " " 3 "	
Company	Reading Magazines " " 1 "	Afternoon:
Riding		Parties, movies.
Some Study	Spends Friday night at dances, Night: theatres, concerts.	

Calendar of Time Distribution for Average Week.

	1st yr.	2d yr.
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English	96	95	94
Algebra	97	96	
Ancient History			
Physiography	92		
Plane Geometry			95
Botany		95	
Latin	92	93	91

School Grades

Rank 9 1/9 decile of sophomores tested

Analogies	152	10th	"	"	50	"
Cause and Effect	119.7	8th	"	"	"	"
Directions	1.188, above	10th	"	"	103	"
Word Building	40	9th	"	"	"	"

Mental Tests

Character

Intellectual Capacity	Bright
Intellectual Habits and Characteristics	Irregular
Attention	Flexible
Special Interests	General Artistic
Social Capacities	Companionable Love of Games of Physical Skill.

Card Catalogue of Individual Traits.

Health: Good

Education Previous to Urbana High School: Urbana Grades, one year in England.

School Progress: Entered at 6--graduated at 14.

Home conditions of study: Good

Favorite Subject: Drawing.

Subject Disliked: Latin

Teacher, Favorite: Geometry Teacher

Teacher Disliked: Latin taught.

Father's Education: Doctor's Degree.

Father's Occupation: Teacher of Physics, University.

Mother's Education: College, equivalent of graduation.

Home actively cooperating with schools: Yes

Educational Ambition: College graduation

Vocational Ambition: Illustrator.

<u>Sunday</u>	<u>School Days</u>	<u>Saturday</u>
Sleep 9.5 hrs.	Sleep (10-7:30) 9.5 hrs.	Sleep 9.5 hrs.
Sunday School	Attends Class per day 6 per.	Morning: House
Church	Studies at sch. " " 0 "	work
	" " "home " " 3 hrs.	
Automobiling	Works " " " " 1 "	Afternoon:
Read Magazines	Outdoor sport " " 1 "	Tennis,
and Books.	Amusements " " 2 "	Sewing, Read-
		ing, Shopping
Christian End.	Friday night usually spent	
Read	at Literary, theatre, so-	
Study	cial.	
visiting		

Calendar of Time Distribution for Av. Week.

English	90	91	97
Algebra	90	96	
Plane Geom.			93
Physiography	90		
Botany		92	
Latin	94	94	
German			94

School Grades

Directions	443	4th decile of 87 sophomores.
Word Building	28	2d " " 98 "/
		Rank 3d decile of sophomores.

Character	Prompt Responsible Habit Forming	Prompt Responsible	Mental Tests
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Intellectual Capacity Bright

Intellectual Hab-its and Characteristics	Studious Industrious Original Accurate Endurance Strength Quickness Adaptability	Studious Industrious Strength Quickness Adaptability.
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Attention	Flexible Persistent	Persistent
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Special Interests General

Social Capacities	Companionable Leader	Companionable
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Index of individual traits

Health: Good. Kept out a year.

Education Previous to Urbana High School: St. Louis 1 yr. Denver 3 yrs. 3d, 4th, and 5th. Urbana 1 yr. Made 2 grades in 1 at two times.

School Progress: Entered at 7--graduated at 13.

Home Conditions of study: Good.

Favorite Subjects: English, German.

Subjects Disliked: Geometry.

Favorite Teacher: All.

Teacher Disliked: None

Father's Education: College Graduate.

Father's Occupation: Traveling man.

Mother's Education: High school graduate.

Home actively cooperating with schools: Yes.

Educational Ambition: Through College.

Vocational Ambition: Teacher of Languages.

Answers to Questionnaire.

Sunday	School Days	Saturday
Sleep (10:30-7)	Sleep (10:30-7) 8.5 hrs.	Sleep (10:30-7)
Church	Attends Class per day 5 hrs. Studies at sch. " 2 " " " home " 3 " Relaxation " " 3 "	Morning: House-work. Visiting, Company, Sewing.
House work		
Walking		
Company or calling		
	Friday Evening --goes to movies. Dance. Theatre. Orpheum, or Literary.	Evening: Read or go to movies.
League		
Study		

English	95	96	92	95	92	94	95
Algebra	95	90			94		
Plane Geom.			92	95			
Am. Hist.							96
Ancient Hist.	90	93					
Civics						96	
Physics							96
Zoology			93				
Physiology				92			
Physiography	90						
Botany		93					
German				96	96	96	
Bookkeeping			93	92			
Stenography	89	92					
Typewriting				83	93	91	

School Grades

Analogies	149.6	10th	decile	of	50	seniors
Cause and effect	72.9	10th	"	"	"	"
Directions	.882	9th	"	"	77	"
Word Building	38	5th	"	"	"	"

Rank $8\frac{1}{2}$ decile of seniors tested

Character	Prompt	Mental Tests
	Responsible	
Intellectual		
Capacity	Able	
Intellectual	Industrious	
habits and	Studious	
Characteristics	Matter of fact	
	Accurate	
	Endurance	
	Strength	

Health: Good save for head aches.

Education Previous to Urbana High School: Martinsville, Ind. for 3 yrs: Urbana grades since 3d grade.

School Progress: Entered at 6 - graduated at 13.

Favorite Subject: German.

Subject Disliked: Physics.

Father's Education: 8 yrs. in Indiana Schools.

Father's Occupation: Ice Plant Workman.

Mother's Education: 8 yrs, in Indiana Schools.

Home actively cooperating with schools: Yes.

Educational Ambition: U. of I. graduate L. A. & S.

Vocational Ambition: Teaching.

Answers to Questionnaire.

Sunday	School Days	Saturdays.
Sleep (10-6) 8 hrs.	Sleep (10-6) 8 hrs.	Sleep (10-6) 8 hrs.
Sunday School	Attends Class 5 hrs. per day.	Morning: House work.
	Studies at sch 2 " " "	
	" " home 3 " " "	
	Works " " 2.5 " " "	
House work	Crochet 1 " " "	Afternoon: Crochet
		Read Magazines,
Read for Bk.		Shopping.
Reviews.		
Call or entertain girl friends.		
Entertain boy Friend.	Attends Literary Society, Movies, Theatre, Parties or school affairs on Friday night.	Evening: Study sometimes attend movies or show.

Calendar of Time Distribution of Average School Week.

Quickness
Adaptability

Attention

Persistent

Special
Interests

Bookish
Nature Interests

Social Capacities Companionable
Leader

Index of individual traits

English	91	91	91	94	94
Algebra	97	92			90
Plane Geom.			94	94	
Ancient Hist.	90	91			
Zoology			90		
Physiology			90		
Domestic Sci.	88	50			
German				93	92 93
Latin				94	
Com. Law.				90	

School Grades

Analogies	410.5	10th decile of 50 juniors
Cause & Effect	152.6	6th " " " "
Directions	.629	6th " " 75 "
Word Building	46	9th " " 80 "

Rank $7\frac{3}{4}$ Decile of juniors tested.

Mental Tests

Character	Prompt Responsible Habit forming	Prompt Responsible	Prompt Responsible
Intellectual Cap.	Bright	Bright	Bright
Intellectual Hab-its and Characteristics	Industrious Original Matter of fact Endurance Accurate Strength Quickness Adaptability	Prompt Irregular	Industrious Original Strength Adaptability
Attention	Persistent	Flexible	Flexible
Special Int.	General Nature	General	
Social Capacities	Companionable Leader	Companionable	

Card Index of Individual Traits.

Health: Good

Education Previous to Urbana High School: Urbana grades.

School Progress: Entered at 6 - graduated at 14.

Home Condition of study: Not extra good.

Favorite study: German, English, Math. Science.

Subject Disliked: History.

Favorite Teachers: German, Math. Latin, Bookkeeping, One English.

Teacher Disliked: Has a grudge against one of her English teachers, thinks her unfair.

Father's Education: Through 9th grade.

Father's Occupation: Tin and Sheet Metal worker.

Mother's Education: Through 9th grade.

Home actively cooperating with schools: Girl boldly declares it is not.

Educational Ambition: University graduation - Voice culture.

Vocational Ambition: Voice Teacher or Opera singer.

Answers to Questionnaire.

Sunday	School Days	Saturday
Sleep (10:30-6:30)	Sleep 8 hrs.	Sleep 8 hrs.
Sunday School	Attends Class per day 6 hrs.	Morning: House work
Church	Studies at sch. " " 2 "	
	" " home " " 1 "	
	Work " " " " 1 "	
	Tatting " " " " "	
	Music " " 2 "	Afternoon: Company
Work	Outdoor Ex. " " 1 "	Shopping, sewing Camp-fire.
Riding, Walking	Attends choir practice on	Evening: Study. Movies
Organ Recitals	Wed. night. Belongs to Camp-seldom. Orpheum once in	
	fire, & is active Sunday Sch. a while. Theatre Co.	
Church	and club worker.	

Company

Calendar of Time Distribution of Average
School Week.

English	94	94	94	94	92	92
Algebra	95	95				
Plane Geom.			95	95		
American Hist.					94	
German			94	94	93	
Latin	91	91	91	91	94	94
Domestic Science.	96					
Mod.& Med. Hist.			96	96		

Mental Tests

Character	Prompt Responsible Impulsive
Intellectual Capacity	Bright
Intellectual Hab- its and Characteristics	Industrious Original Endurance Accurate Quickness Adaptability
Attention	Flexible
Special Int.	General Laboratory Nature
Social Capacities	Companionable Leader Love of games of physical skill

Card Catalogue of Individual Traits.

Health: Good

Education Previous to Urbana High School: Grand Park grade schools.

School Progress: Entered at 5 - graduated at 12.

Home Conditions of study: Good.

Favorite study: Household Science.

Study Disliked: None

Father's Education: Grades of Ill. schools.

Father's Occupation: Merchant.

Mother's Education: Grades of Ill. schools.

Home actively cooperating with schools: ? It must be to considerable extent.

Educational Ambition: University graduate in Household Science.

Vocational Ambition: Teaching Household Science.

Answers to Questionnaire.

Sunday	School Days	Saturday
Sleep 9½ hrs.	Sleep 9.5 hrs.	Sleep 9.5 hrs.
Sunday School	Attends Class per day 5 hrs.	Morning: House work
Study.	Studies at sch." " 2 "	
	Works " home " " .30 "	
	Outdoor exercise " 3 "	
Go walking		Afternoon: Shopping
Organ Recital	Attends Literary or movies on Friday night	
League		Evening: Show or Dance.
Boy Company		

Calendar of Time Distribution of Average wk.

English	91	93	91	90
Algebra	91	82		
Plane Geom.			91	83
Ancient Hist.	92	91		
Physiography	90			
Botany		87		
Latin	90	75	Pub. Sp.	92
Free Hand Draw.	94	96		
German				78
English Hist.			91	77
Stenography				79
Typewriting			91	91
Chemistry				75

School Grades

6th decile of 50 juniors

5th " " " "

10th " " 81 "

Rank 7th decile of juniors

Mental Tests

Card Catalogue of Individual Traits.

Health: Good.

Education: Previous to Urbana High School: Urbana grades.

School Progress: Entered at 6 - graduated at 13. Made 1st and higher first in 1 yr.

Home Condition of study: Good.

Favorite Subjects: Chemistry, History, Public Speaking.

Subjects Disliked: German and Languages.

Favorite Teacher:

Teacher Disliked : Short hand teacher.

Father's Education: 8th grade graduate. Mechanical skill.

Father's Occupation: Hoisting Engineer.

Mother's Education: 3 yrs. in high school.

Home actively cooperating with schools: Yes. Reports carefully criticised for high standards.

Educational Ambition: Graduation from U. of I. L. & A.

Vocational Ambition: Elocutionist.

Answers to Questionnaire.

Sunday	School Days	Saturday.
Sleep 8.5 hrs.	Sleep 8.5 hrs.	Sleep 8.5 hrs.
Sunday School	Attends Class per day 7 hrs.	Morning: House work.
Church	Studies at sch. " 1 "	
	" " home " 3 "	
	Outdoor ex. " 1 "	
	Elocution & Piano " 1 "	
House work	Read & sew " 1 "	
Read Bk. Reviews Magazines, Papers.		Afternoon: Care of clothes. Practice music & elocution.
Study	Attends Literary and other school affairs on Friday evening.	Evening: Visiting.
Go walking		
League. Church		Fool around.
Company		

Calendar of Time Distribution of Average
week.

English	93 92	94 97	95
Algebra	94 95		
Plane Geom.		95 95	
Ancient Hist.	94 92	93	
Physiology		92	
German			95 93
Latin	92 93	90 91	
Chemistry			Incomplete.
			School Grades.
Directions	.818	8th decile of 73 juniors	
Word Building	53	10th " " 80 "	
		Rank 9th decile of juniors	
		Mental Tests	

Character Prompt
 Responsible
 Habit forming

Intellectual Capacity Able

Intellectual Hab- Studious
 its and Industrious
 Characteristics Original
 Accurate
 Endurance
 Strength
 Quickness
 Adaptability

Attention Persistent

Special Int. General
 Bookish
 Laboratory
 Nature

Social Capacities Love of games
 of physical
 skill

Card Catalogue of Individual Traits.

Health: Poor until 9. Good health afterwards with until this yr. Grippe. Nervous bread down.

Education: Previous to Urbana High School; Pennsylvania till 5th grade. Urbana grades.

School Progress: Entered at 9. Made 2 grades, graduating at 14.

Home condition of study: Good.

Favorite Subjects: English, German.

Subjects Disliked: None.

Favorite Teacher: All.

Father's Education: Parochial sch. till 15 years old.

Father's Occupation: Salesman.

Mother's Education: Attended private shcool. Did 4 yrs. college work in 2 yrs. graduating from college at 18.

Home actively cooperating with shcools: Yes.

Educational Ambition: University graduation.

Vocational Ambition: Elocution Teacher. Authoress.

Answers to Questionnaire.

Sunday	School Days	Saturday
Sleep 10 hrs.	Sleep 10 hrs.	Sleep 10 hrs.
Sunday School	Attends Class per day 5 hrs.	
	Studies at sch." " 2 "	
House work	" " home " " 3 "	Morning: House work.
	Works " " 1 "	
	Relaxation " " 1 "	
	Outdoor Ex. " " 1 "	
Read, Study, go walking.	If this girl goes out on Friday night she attends high school literary or entertainments.	Afternoon: Care of clothes. Shopping, Visiting.
League		Evening:
Reads Books.		

Calendar of Time Distribution of Average wk.

School Grades

Directions	576	5th decile of 73 juniors
Word Building	36	4th " " 80 "
		Rank 4th decile of juniors

C Mental Tests.

Character	Prompt Responsible	Prompt Responsible Habit forming
Intellectual Capacity	Bright	Bright
Intellectual Hab- its and Characteristics	Studious Industrious Accurate Strength	Studious Industrious Accurate Endurance Strength Quickness Adaptability
Attention	Persistent	Persistent
Special interests		General Bookish
Social Capacities	Companionable Follower Love of games of physical skill.	

Card Catalogue of Individual Traits.

Health: Not superb. Vitality rather low - circulation poor.

Education: Previous to Urbana High School:

School Progress:

Favorite Subject:

Subject Disliked:

Favorite Teacher:

Teacher Disliked:

Home Condition of study: Good.

Father's Education: Medical.

Father's Vocation: Physician.

Mother's Education: Through high school. Teacher.

Educational Ambition: College education.

Vocational Ambition: Teaching.

Home actively cooperating with schools: Yes.

Answers to Questionnaire.

Sunday	School Days	Saturday
Sleep 8 hrs.	Sleep 8 hrs.	Sleep 8 hrs.
Sunday School	Attends Class per day 4 hrs.	Morning: House work.
Church	Studies at sch. " 3 "	
	" " home " 1 "	
	Outdoor ex. " 1 "	
	Recreation " 2 "	
Reading	House work " 2 "	Afternoon: Shopping
Endeavor		Camp-fire, Reading.
Study		
		Evening: Socials, Study.

Calendar of Time Distribution for Average wk.

English	91	92
Algebra	91	98
Ancient Hist.	90	
Latin	92	90
Agriculture.	94	

School Grades

Analogies	332.8	3d decile of 50 sophomores
Cause & Effect	191.1	6th " " " "
Directions	.303	1st " " 87 "
Word Building	30	4th " " "
		Rank $3\frac{1}{2}$ decile of sophomores

Mental Tests

Character	Prompt Responsible Habit forming	Prompt Responsible
Intellectual Capacity	Bright	Bright
Intellectual Hab- its and Characteristics	Studious Industrious Accurate Endurance	Studious Industrious Accurate Endurance Strength Adaptability
Attention	Persistent	Flexible
Social Capacities	Companionable	
Habits	Good at present	

Card Catalogue of Individual Traits.

Health: Has interfered with schooling.

Education: Previous to Urbana High School: Urbana grades.

School Progress:

Favorite Subjects: Math. Science, & English.

Subject Disliked: History.

Favorite Teacher: Likes all Teachers.

Father's Education: Grades.

Father's Occupation: Merchant.

Mother's Education: Taught school.

Home actively cooperating with schools: To the extent of its capability.

Educational Ambition:

Vocational Ambition: Teach or Nurse.

Answers to Questionnaire.

Sunday	School Days	Saturday
Sleep 9 hrs.	Sleep 9 hrs.	Sleep 9 hrs.
Sunday School Church	Attends Class per day 5 hrs. Studies at sch. " 2.5 "	Morning: House work
	" " home " 2 "	
Work	Clerks in store " 4 "	
	Outdoor ex. " 1 "	
Goes walking		Afternoon: care of clothes. Shopping.
Endeavor Church	Usually goes out on Wed. night.	Evening: Orpheum. movies.
Entertains boy friend		

Calendar of Time Distribution for the
Average school week.

	1st. yr.		2d yr.		3d yr.		4th yr.
English	90	92	91	94	95	94	93
Algebra	92	98	96	95	94		
Ancient Hist.	90	92				Am. Hist.	93
Civics					95		
Physics							92
Physiography	92						
German					93	95	94
Botany	92						
Latin	90	90	90	91			
Free Hand Draw.	92	94					
Chemistry					92	90	
Spher & Solid Geom.							88

School Grades

Rank $8\frac{1}{2}$ decile of seniors tested

Analogies	129.5	10th decile of 50 seniors
Cause & Effect	119.	6th " " " "
Directions	1.089	Above 10th decile of 77 seniors
Word Building	47	Mental Tests

	1st. Teacher	2d. Teacher	3d. Teacher
Character	Prompt Responsible Accurate	Prompt Responsible Impulsive Habit Forming	Prompt Responsible
Intellectual Capacity	Able Bright	Bright	Able
Intellectual Habits and Characteristics	Studious Industrious Accurate Strength Quickness	Studious Industrious Accurate Strength Quickness Adaptability	Studious Industrious Accurate Matter of fact Strength Quickness

Attention	Persistent	Persistent	Persistent
Special Int.	General Bookish	General Bookish Laboratory Nature	General Bookish
Social Capacities	Companionable Leader	Companionable Leader Love of games of Physical Skill	Companionable Follower

Index of individual traits

Health: Good throughout school life.

Education previous to Urbana High School: Lasalle, Illinois.

Home condition of study: Good

Favorite study:

Study disliked:

Father's Education: Higher education. Theological.

Father's Occupation: Minister.

Mother's Education: Ninth grade.

Home actively cooperating with schools: Yes.

Education Ambition: University Graduation.

Vocational Ambition: Domestic Science Teaching.

Answers to Questionnaire

Sunday	School Days	Saturday
Sleep 9 hrs.	Sleep (10-7) 9 hrs.	Sleep (10-7) 9 hrs.
Sunday School Church	Attends class per day 4 hrs. Studies at sch. " 3 " " home " 3.5 Works " " " 2 Out door exercise " 1 Extra sch. activities 5	Morning: House- work. Afternoon: Camp- fire, shopping, sewing, calling, study. Evening: talking, visiting with mem- bers of the family.
House Work		
Reading for Bk. Reviews.		
Walking		
Young Peoples Meeting		

Calendar of time Distribution of Average Sch. Wk.

English	94	95	94
Algebra	98	98	
Ancient Hist.	90	91	
Physiography	94		
Latin	94	94	
Plany Geom.			90

School Grades

Analogies	194.5	8th decile of 50 sophomores
Cause & Effect	101.9	9th " " " "
Directions	.746	" " " 87 "
Word Building	26	4th " " "

Rank $7\frac{1}{2}$ decile of sophomores

Mental Tests.

Calendar of Time Distribution for Average week.

English	91	93	96	96	96	96	95
Algebra	97	98		96			
Plane Geom.			96	96			
American Hist.							94
Physics.							86
Civics						96	
Ancient Hist.	92	93					
Physiology				90			
Physiography		85					
Latin	92	93					
Free Hand Draw.	92	96	98	98			

School Grades

Analogies	96.1	10th decile of 50 seniors
Cause & Effect	74.7	8th " " " "
Directions	590	1st " " " "
Word Building	46	Rank 6 1/3 decile of seniors

Mental Tests

Character	Prompt Responsible	Prompt Responsible Habit forming Power	Prompt Responsible Habit forming Power
Intellectual Capacity	Able	Bright	Able Bright
Intellectual Hab- its and Characteristics	Impulsive Studious Original Accurate Strength Quickness Adaptability	Impulsive Studious Original Accurate Strength Quickness Adaptability	Industrious Studious Original Accurate Strength
Attention	Persistent		Persistent
Special interests	General Bookish	General Bookish Laboratory	

Health: Nervous break down when a sophomore.

Education: Previous to Urbana High School: Lasalle, Ill.

Home Condition of study: Good.

Study Disliked: Physics

Father's Education: Higher Education.

Father's Occupation: Minister.

Mother's Education: Ninth grade.

Home actively cooperating with schools: Yes.

Educational Ambition: Training for her chosen work.

Vocational Ambition: Missionary - Nurse.

Answers to Questionnaire.

Sunday	School Days	Saturday
Sleep 9 hrs.	Sleep 9 hrs.	Sleep 9 hrs.
Sunday School Church	Attends Class per day 5 hrs. Studies at sch. " " 2 " " " home " " 3 " House work Works " " " 2 " Out door activities " 1 " Reading for Bk. Extra sch. " " .30 Report.	Morning: House work Afternoon: Reading at Library. Shopping. Campfire.
Goes walking		Evenings: Visit with family.
Attends Young Peoples' Meeting.		

Calendar of Time Distribution of Average wk.

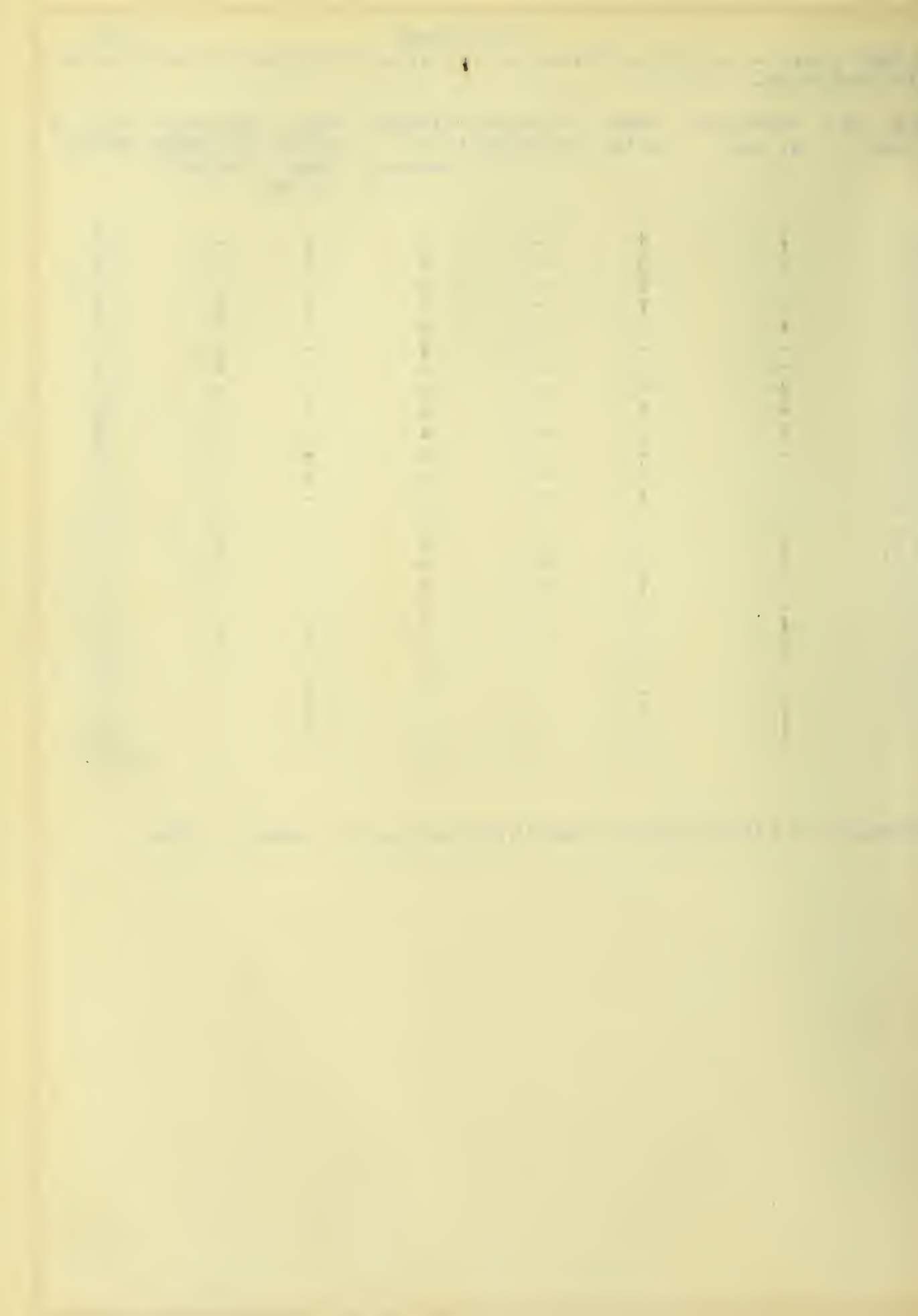
(75%) Girls - Conditions favorable (+) or unfavorable (-) to 130 success in each case.

No. of case.	Health	Home Disc.	Men- tality.	Soc. Life.	Sch. Prog.	Ed. Aim.
1.	+	+	-	+	+	+
2.	-	+	-	-	-	+
3.	-	+	-	-	-	-
4.	-	+	-	+	+	+
5.	-	-	*	-	+	+
6.	-	-	-	-	+	-
7.	-	-	-	-	+	-
8.	-	+	*	-	-	+
9.	+	+	*	+	-	+
10.	+	+	-	-	+	-
11.	+	+	*	-	-	-
12.	-	-	-	-	-	+
13.	-	+	-	-	+	-
14.	-	-	-	-	+	-
15.	-	-	-	-	+	+
16.	-	+	*	-	-	+
17.	+	-	*	-	+	+
18.	+	-	*	-	+	-
19.	+	+	-	-	+	+
20.	-	+	-	+	+	+
21.	-	-	-	-	+	-
22.	+	-	-	-	-	+
23.	-	+	-	-	-	+
24.	-	+	-	-	+	-

(75%) Girls - Condition favorable (+) or unfavorable (-) to success in each case.

No. of case	Vocation- al aim	Char- acter of subject	Dislike of subject	Dislike of teacher	Home tradi- tion for Ed.	Parents Ed. grades higher	Hrs. of study
1.	+	+	-	-	+	-	3
2.	+	+	-	+	+	-	5
3.	-	+	-	+	-	-	3.5
4.	+	+	-	+	+	+	4
5.	+	-	+	+	-	-	4
6.	-	-	-	+	-	+	5
7.	-	-	-	-	+	+	3
8.	+	-	-	+	-	-	3
9.	+	+	-	+	+	-	4
10.	+	-	-	+	-	-	$\frac{3}{4}$
11.	-	+	-	+	+	-	2
12.	-	-	-	-	+	-	3
13.	-	+	-	-	-	-	5
14.	-	-	-	-	-	-	2.5
15.	+	-	-	+	-	+	3
16.	+	-	-	+	-	-	3
17.	-	+	+	+	-	-	4.5
18.	+	-	-	+	-	-	4
19.	+	-	+	+	+	+	6
20.	+	-	-	+	-	-	5
21.	-	-	-	-	-	-	5
22.	-	-	-	-	+	-	1
23.	+	+	-	-	+	-	4
24.	+	-	-	-	-	-	<u>3</u>
							Av. 3.5

Summary of points gained from investigation of cases 1 - 25.



(90%-) Girls - Conditions favorable (—) or unfavorable (—) to success in each case.

No. of case	Home Discip- line	Mentali- ty 567-8910	Social Life	(School Life)	School Prog.	Education- al aim	Health
25.	+	+	+	—	+	+	+
26.	+	+	+	—	+	+	+
27.	+	+	+	—	+	+	+
28.	+	+	+	—	+	+	+
29.	+	X	+	—	+	+	+
30.	+	X	+	—	+	+	+
31.	+	—	+	—	+	+	+
32.	+	+	+	—	+	+	+
33.	+	X	+	—	+	+	+
34.	+	+	+	—	+	+	+
35.	+	+	+	—	+	+	+
36.	+	X	+	—	+	+	+
37.	+	X	+	—	+	+	+
38.	+	+	+	—	+	+	+
39.	+	+	+	—	+	+	+
40.	+	X	+	—	+	+	+
41.	+	—	+	—	+	+	+
42.	+	+	+	—	+	+	+
43.	+	+	+	—	+	+	+
44.	+	X	+	—	+	+	+
45.	+	+	+	—	+	+	+
46.	+	+	+	—	+	+	+
47.	+	—	+	—	+	+	+
48.	+	+	+	—	+	+	+
49.	+	X	+	—	+	+	+
50.	+	X	+	—	+	+	+

(Continued)

No. of case	Vocation- al aim	Char- acter	Dislike of sub- ject	Dislike of teach- er	Home tra- dition for Ed.	Parents Ed. grades higher	Hrs. of study
25.	+	+	+	-	+	+	4
26.	+	-	-	-	-	-	3
27.	+	+	-	-	+	+	4
28.	+	+	+	-	+	+	3
29.	+	+	+	-	+	+	3.5
30.	+	+	+	-	+	+	4
31.	+	+	-	-	+	-	6
32.	+	+	+	-	+	-	4.5
33.	+	+	+	-	+	+	5
34.	+	+	+	-	+	+	5.5
35.	+	+	+	-	+	+	6
36.	+	+	+	-	+	+	5.5
37.	+	+	+	-	+	+	5
38.	+	+	+	-	+	+	3
39.	+	+	-	-	+	+	3
40.	+	+	-	-	+	+	5
41.	+	+	-	-	+	+	5
42.	+	+	-	-	+	+	5
43.	+	+	+	-	+	+	4
44.	+	+	+	-	+	+	5
45.	+	+	+	-	+	+	4
46.	+	+	+	-	+	+	4.5
47.	+	+	+	-	+	+	6.5
48.	+	+	+	-	+	+	4
49.	+	+	+	-	+	+	6
50.	+	+	+	-	+	+	5
Av.							4.5

Summary of points gained from investigation of cases 25 - 50.

Girls having grades below 75% in several subjects.

No. 1. Her mother died when she was about eight years old. The father who thought he was incapable of taking care of the children without the mother, put them in an orphan's asylum. The girl was in the asylum three years 9 - 12. At the end of this time the father re-married and took the children home. The girl disliked her step-mother; she left home and has made her way ever since. At present she is employed in the home of a professor where she spends on an average of 4 hours per day at work. Only one other girl of the 50 studied, works 4 hours per day. No. 1 studies 3 hours per day and spends 1 hour in reading. Her health is good, her social life wholesome, her educational and vocational aims marked and high, her character good. Her parents received only grade school training. Her grades average 75-. They are reduced to a low mark by her failure in two branches, algebra and ancient history. She dislikes algebra and the algebra teacher but is apt at mathematics as she meets it in commercial course. Her guardian told me of the girl's excellent success as a sales-lady, which brought about rapid promotion on an occasion when she tried out clerking. Her first day in the store began in the basement and ended on the main floor as manager of the cash register. Her ease at rapid and accurate calculations in an unpracticed field would not indicate inability to cope with mathematics. Her failure in algebra is perhaps not due to inability but rather to some prejudice against the subject or teacher. A sympathetic adviser or teacher might have removed the cause of failure by giving

the girl encouragement and backing which she lacks.

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No. 2. A nervous wreck according to her mother's statement, since her father's death which occurred before her birth. The mother is interested in advancing the girl along educational lines. The girl has high educational and vocational ambitions which she will probably never attain. She spends 5 hours per day trying to study. Her social life is limited to Church. She takes no active part in school activities and seems foreign to the interests of the school body and young people. She has worn glasses since the 6th grade. The average of her grades is 65.5%.

The cause of her failure seems to be a disjointed nervous system and a morbid state of mind due to the home's constant avowal of the fact that she was born a nervous wreck. Doubtless the home environment and the repeated school failures are the very worst possible treatment the girl can receive. She would profit by individual help or supervision of study by some person capable of quieting her fears and inducing normal healthy mental action. A school adviser, to the home would probably be kindly received and the statements which aggravate the girl's morbidity could be stopped. An avocational or recreational guide might do much to turn the girls towards the wholesome, invigorating, self-reliant activities. Unless some such steps as these are taken the school is at a dead loss in attempting this girl's further education. Unless some such steps are taken the girl will continue to fall short of her possible happiness and usefulness to society.

No. 3. Mental inability to cope with high school work is indicated in this case. The average of all school grades is 64.5. All grades except one (84) in typewriting are 70-. Until this winter when she had diphtheria and was left with heart trouble,

the girl had good health. Her eyes gave her trouble in the grades but are all right now. The home is comfortable and has plenty of money to spend apparently. The girl and parents are good friends. There is a set of student boarders in the house who are encouraged by the indulgent attitude of the family in rough, noisy and altogether unscholastic behavior. The atmosphere thus created is not a wholesome one for study. The chief amusement of the family seems to be the moving pictures and various shows. The girl usually attends the movies twice a week besides Saturday night, with boy friends or neighbor girls. Her ambition does not lie in the line of high school graduation. She has in mind Brown's Business College. She would like either to become a stenographer or a musician. A girl of this mental stripe and with the home backing just described is going to make out little progress in competition with the brighter, and better supported, home inspired students, who make up a large portion of the high school. A closer examination of the elementary school record of this girl, and a recognition on the part of some agent of the school of the lack of educational support which the home might afford ought to have advised her along other educational lines than those which the high school, as at present organized, affords.

NO. 4. Has an interesting school grade record. She is evidently able to rank among the (90%) students; her record shows nine grades which reach 90 or above contrary to this evidence of ability is her rank of $1\frac{1}{2}$ among seniors in the mental tests. The average of her passing grades is 81%. Failures occur seven times and in five different subjects, including English, Algebra, Plane Geometry, German and Latin. Civics and Botany also receive low grades. The average of the failing grades is 68%. Low and high

grades averaged give a mark of 74.5% as the girl's rank by grades. Health has played some part in pulling down this girl's grades; she has throat trouble each winter and has had some difficulty with her eyes. But a more prominent cause of failure appears to be a carelessness for all around success. The girl is predominantly interested in domestic science; she takes an active part in the house work at home and her educational and vocational ambitions lie in the domestic sphere. The girl's mother is a graduate of Illinois University and her father attended high school until the 4th year. The home is well to do and tastes of luxury and ease. The school has one of two possible methods of treatment of a case such as this. 1. Stimulate the girl up to the 81% average and hold her steadily at her best effort. This is perhaps the most difficult task which presents itself to the school, namely to energise and inspire the child of ease and contentment. Through supervised study and direct personal contact of the inspired teacher with the dormant interests of the pupil the feat seems possible. Certainly the task is not more difficult nor so futile as the one commonly in vogue of carrying the contented, dormant, satisfied pupil along with the eager, curious, determined one, with no better method of attempting to keep up the standard of success than that of handing out failures to the slow. One would not hitch an ox and an Arabian horse together and expect to keep the single-trees even. Again when one is driving oxen he expects to use some kind of a goad to keep them going. Another method of treatment of a case like this is to discover the subjects which make the strongest appeal to the individual and proceed from these to broader interests.

No.5. Is at present out of school on account of ill health. She associates with a gang of girls who are any thing but scholastic in their interests. The home traditions of education are not such as to encourage further school progress. The parents education is limited to the grades. The girl appeared dull and cross. While we were talking together a disturbance occurred in the next room. The girl sprang up and slammed the door petulantly. She seems too undisciplined and unstrung to succeed well in school.

No.6. A social butterfly, careless, shiftless, lazy, irregular, dull, so characterized by the card index of individual traits. To me she appeared bright neat and attractive, but short sighted, narrow contracted, interested in the boys and in social affairs, but in not much else. Her home affords all comforts and apparently approves of the girl's course of proceedings. The average of her school grades is 72.9%. Failures are distributed to five different subjects. The cause of her failure is probably a limited mentality, and that all turned to society. No mind is left for study. The father has a physician's education, the mother spent two years in high school.

No.7. Pronounced dull of intellect. Appears rather poverty stricken in intellect and physically worn out. Her parents took each some high school training. They are anxious for the girl to complete high school. The girl does not live at home but stays in town to go to school. She works her way in part. She does not seem to be in very comfortable quarters. Lung fever in the fifth grade weakened her physically and retarded her school work; however, she graduated at 14. Her interest seems stronger at present in a business course than in pursuit of academic subjects. The only interests she betrayed were the business course and a

certain boy. She needs to be drawn into the social activities¹³⁹ of the school. Her general interests need to be broadened by direction of choice of subjects.

No.8. Has inferior health; a social life empty of inspiration; is retarded in school; is not enthusiastic about her future schooling or vocation; dislikes algebra in which she failed; her parents are grade school products; there seems to be little tradition in the home for higher education. The girl appears dull and lazy and stupified with cold and throat affection. The average of her school grades is 70%- omitting the algebra grades her average is 82-. Her average rank among sophomores mentally tested is 6.5 decile. With this mentality she would probably succeed if her health permitted regular attendance and steady work.

No.9. Including a failure in German this girls grades average 80.4. Without the German grade her average is 82-. Her rank in the mental tests is $5\frac{3}{4}$ decile of sophomores tested. She is careless about her work and given to fun and frolic rather than studiousness. She lacks home backing. Her failure in algebra occurred just following the death of both parents when she was in a disturbed unsettled state of mind. Her failure in domestic science is probably partly attributable to the fact that she has little confidence in the course as it is taught in the high school. She needs close friendship and personal council from her teachers or some agency of the school.

No.10. Fails in everything but English. She studies only about $\frac{3}{4}$ of an hour per day. Her waste time amounts to 5 hours per day. Her social life is sufficiently bright to furnish relaxation but she takes no part in school activities or other such constructive social work. Her chief entertainment is taken in shows and at

the movies. She has good health. She impresses one as capable of being sullen, stubborn, and not confiding. This impression is strengthened by the conflicting evidence of the card catalogue of individual traits in which one teacher give these characteristics: prompt, responsible, studious, accurate, persistent in attention. Another teacher calls her careless, shiftless, lazy, irregular, wandering in attention. Both call her companionable and a leader. Lack of order in the home is probably the cause of much of her wasted time. The education of the parents and the home tradition is not in favor of continuance of the girl in school. Her vocational choice is nursing, for which she does not consider high school training necessary. Her average rank in mental tests is 3 1/3 decile of sophomores tested.

No.11. The cause of her failure is probably a lack of home support and inspiration. The parents attained each to 5th grade education. The home is poverty stricken and lacking in comfort and beauty. There is a large family seemingly controlled by brute force. The girl helps to keep younger members of the family within bounds by threats and blows. There is no social life beyond the Church. The school is foreign to the girl except on its scholastic side. She is interested in becoming a stenographer for which she wishes to take a business course rather than to continue in high school. The school adviser would probably do good in this case. Because of the girls economic need the school should offer her the business training she wants equivalent to (Brown's Business College); at the same time it should through continuation schools offer her the cultural subjects especially those which will raise her standard of home life and give her a broader social interest.

No.12. Home discipline is very bad in this case. Every sort of luxury is provided but mother and father both have thrown up their hands in despair at their inability to persuade the girl to remain in school. The mother goes on in hysterical manner about the way in which the girl is breaking her father's heart by not trying to take advantage of the rich opportunities for education which he has placed at her disposal. The girl hates high school and says the teachers hate her. She is leading a butterfly social life, out with boy company to dances, theatricals, movies, several nights each week. Saturday and Sunday afternoon are devoted to company and amusements also, and after school hours as well. The girl's mother quit^d high school when within 3 months of graduation because of trouble which she had with her rhetoric teacher. Mother and daughter alike are high strung and nervous. The girl ranks 1 1/3 decile among freshmen, indicating little ability to carry on school work. If the girl's social life could be regulated her school work would probably keep above the 75 mark. Rather than continue the useless process of attempting to educate the social butterfly the school ought to strive through parent teacher associations to secure control of the social activities of such girls. The school adviser might do good in this case by securing closer cooperation between home and school and by suggesting a better form of home discipline. Supervision of study or some sort of individual teaching would probably be necessary to keep the girl above board.

No.13. The cause of this girl's stopping school, according to her statement is that the distance is too great to walk (4 miles per day). It injures her health. Perhaps a more real cause is the lack of tradition for learning in the home. The father at-

tended grade schools only a short time. The mother probably did¹⁴² not attend school at all, the answer to the inquiry concerning mother's education was this: "I just don't know". The mother overheard question and answer but said nothing. The girl likes to sew much better than to go to school. Perhaps the school is attempting an\ unwise thing when it tries to force Latin upon a motor minded girl who comes from a home that has no educational tradition. A domestic science curriculum would seem better adapted to the needs of the girl and to probable approval and support by the parents.

No.14. One very evideng cause of failure in this case is the poor discipline of the home. The parents though well intentioned are completely thwarted in their hopes and ambitions for the girl. She is a social butterfly. Is away from home almost every night, also from 3-6 P. M. when she goes with girl friends to the confectionary store movies, or walking. "She wears out every spring and becomes nervous", is the statement of her mother. She would doubtless marry a certain school boy at once if the parents did not oppose it strenuously. Her mind is not scholastically inclined at present.

No.15. Had poor health in the first three years of high school. Her social life connected with school activities is wholesome but she is active in several other lines also. She is out several nights through the week to movies, dances, shows, etc. Extreme social activity seems to be responsible for her school failure. Her mother did not complete high school by one year. One of her teachers calls her bright but over taxed socially.

No.16. A girl of average intellectual capacity in the opinion of her teachers and in the light of the mental tests. She has

been suffering for two years with appendicitus until an operation performed during Christman hollidays relieved the difficulty. Her home life is one of ease. Her parents are limited to grade school education. She says she aims to finish high school and then enter a girls school at Berea Ohio where she wants to take China Painting and Music. The latter educational aim predominates over the former in her interests evidently. The cause of her lack of school success is probably the combination of average intellect, ill health, and ease at home.

No.17. The home lacks a tradition for education. The purpose in holding the children in school seems to be to prepare them for economic independence. The girl's elder brother went as far as the third year in high school when he stopped school to accept a position in a drug store. The girl is herself anxious to take a course in Brown's Business College and to secure work as a stenographer. Economic pressure and the lack of home backing are probably responsible for the girl's failure in several subjects. There is a real or imagined difficulty with mathematical subjects evidenced by her failure in Algebra and in Plane Geometry. In two cases she was able however to raise her grade, from 68 - 84 in Algebra, and fom 73 - 91 in Geometry. This girl needs the sympathetic advice and friendship of some agent in the high school who can inspire her with academic interests which her home lacks. The high school should furnish her the vocational training which she needs.

No.18. Is a sister to No. 17. She is a careless reckless fun loving child, quite different from her older sister who seems dutiful and responsible. She recklessly declares she doesn't care for high school, doesn't care for music, doesn't like housework.

She goes to school just because her father makes her go, she says. Only one thing she likes to do is to take care of little children. She thinks she would enjoy working in a kindergarten or nurserie. Evidently the girl needs home discipline, which the home cannot give. The mother seems busy with many cares and over-burdened with work so that she has no time to be a companion to these two needy girls. The policy of the home is to forbid moving pictures and other amusements such as are commonly enjoyed by high school girls. My opinion is that the younger girl is especially in great need of some all absorbing social activities. The recreational guide of a school could help the girl by guiding her into wholesome sports and literary activities which would give her something she couldnt help caring for, and improve her sense of social responsibility. She needs to be made responsible.

No.19. This girl is favored by good health, good home discipline, by a home tradition which favors higher education, by the higher education of both parents. Her school grades previous to Urbana high school were, averaged, 85+. Her school grades in Urbana high school average 70+. The former average was made in a school of which her father was superintendant. The teachers either favored the superintendent's daughter or the school had a more liberal system of grading than has Urbana High. The card index of individual traits characterizes the girl as: dull, careless, irregular, possessing bad habits. Upon talking with her one gets the impression of density, recklessness, and childishness. Her averaged rank in mental tests is $3\frac{3}{4}$ decile of sophomores. This indicates a low mental equipment.

No.20. Ill health has marked her entire school course. This is her record: 1st grade, serious blood poisoning; 2nd grade,

broken arm; 3rd grade, pleurisy; 4th grade scarlet fever; 7th grade, eyes gave trouble; highschool, nervous breakdown. This girl is pretty heavily taxed with social life and a long walk to school. She plans to attend a private academy. The home tradition of learning and the education of the parents favors school failure. Her rank in mental tests is 4th decile of freshmen tested. This mentality combined with ill health is perhaps responsible for her low grades.

No.21. This girl's failure occurs in those subjects which require perhaps the greatest effort of any subjects in the curriculum, namely Latin, Chemistry, German Plane Geometry, and Algebra. Her grades do not indicate lack of mental ability. Her character sketch indicates shiftlessness and irregularity, as the cause of poor work. One's impression of her is that she is constitutionally lazy. Her work might be improved by compulsory physical exercise of some kind and compulsory participation in school activities aside from scholastic pursuits.

No.22. Possesses a quick temper which quickly gets her into trouble with her instructors. A falling out with her Algebra teacher lost her her grade in that course. She leads a rather undisciplined social life and has a general reputation for an incorrigible disposition. Her home discipline has been such as to make her completely unyielding to any other will than herself. She will probably never submit to authority to a sufficient extent to succeed in school. It is possible a careful choice of books for her leisure reading might best serve to raise her ideals of action and teach her some valuable life lessons.

Teachers need to be aware of her disposition previous to crossing it, so that irritation of her temper may be avoided and the best

No.23. Is characterized by one teacher as a good, slow girl, stoop shouldered, narrow chested, and frail, probably tubercular. The parents had no more than grade school training. The girl's older sisters rebelled at high school education. Each of her sisters took two years special training in the University, preparatory to house keeping. They are both excellent housekeepers. The traditions of the family do not favor academic pursuits but rather practical activities. The girl's social life centers about the home and family. She helps to keep the house immaculately clean. She takes no part in social activities of school or Church. She is interested in floriculture and in drawing and has been advised that she might combine the two in landscape gardening. The school would probably best serve her need by equipping her for this chosen vocation. It should first improve her health. College preparatory subjects such as Latin Algebra, etc. will probably be wasted on this girl.

No.24. Fails because of ill health (weak lungs) and incompatible disposition; dislikes algebra teacher and principal ; hates the subjects (Latin and Cncient History) in which she fails. She is not physically able to be in school. One teacher thinks her mentally unable to cope with high school tasks. She seems to be interested in music and is anxious to take private lessons. Her vocational ambition is to teach music.

Girls having all grades above 90%.

The typical girl of this group is quite different from the typical girl of the former group. She is strong physically and has been so throughout her school career. She is characterized by her teachers as prompt, responsible, able, industrious, accu-

rate, strong of intellect, persistent in attention, possessed of general interests, fond of outdoor games of physical skill. She is taking some active part in school affairs, Church affairs, or club life, such as (camp fire.³/₄) She has a strong and definite educational aim and a similar strong and definite vocational aim. She is headed for University graduation. Her home has tradition for education shown by the attainments of older brothers and sisters and by its educational ambition for her. The parents have high school education and in most cases college education. The home discipline is good, in most cases excellent. There is sympathetic cooperation between parents and daughter and in all save one case a common ambition for the girl's education and a common active interest in matters of public concern. Stenography does not appear as the vocational aim of any of these girls nor a Business Course as an educational aim. In the average of mental tests the girls of 90% and above fall chiefly in the 8th, 9th, 10th, 7th, 6th, or 5th deciles of their respective classes while girls of 75% and below range 1, 2, 3, 4, 5, 6, 7, decile in their respective classes.

Numbers 25, 27, 28, 29, 30, 33, 34, 35, 36, 38, 39, 41, 44, and 48, conform quite closely to the type just described. There are a few exceptions, for instance:

No. 26: Was out of school three years in the grades with ill health; however, she graduate on time. Her home lacks the tradition for education, her parents received only grade school training. The girl impresses one as a person who would be very steady and precise in her work and in her thinking. Her average rank in mental tests is high (9 ²/₃ decile of Juniors tested.) Industry and mentality overcome difficulty in this case.

No.31. Lacks the support of educated parents. Her social life is rather limited, her economic status rather poor (she must make her own way through college); the home is rather an unhappy one, due to the insanity of the father. The low economic status of the home necessitates the presence of some rather disagreeable student roomers. In mental tests the girl ranks 8 1/3 decile of seniors tested. Mentality and a determination to win out, due to the self responsibility which is forced upon her are perhaps reasons for her success.

No.37. Has been anemic and was caused a spell of sickness through nervousness upon entering high school. The girl had had private tutoring previous to high school and had never been used to mixing with other children. She has grown up like a princess surrounded with culture and beauty. Her love of nature, music and art, has been carefully cultivated. Her playmates have been carefully selected. Her parents have spent much time in companionship and play life with the children. She is ambitious to become an architect and aims to go abroad for the study of the same. Though the girl's health is a retarding factor every precaution is taken to shield her and to help her outgrow her malady. The constructive educational forces of the home far over compensate this hindering factor and give the girl in comparison with most of the girls of the (75%-) class a very favorable chance at school success.

No.42. Her parents are not educated beyond the eighth grade. The lack of higher education seems to be compensated however by a rather unusual ambition for the great success of the children. The girl's rank among seniors tested is 8 1/2 decile.

No.43. The parents' education is limited to the grades. The girl

is exceptionally spirited and active socially and in sports.

She impresses one as a person who could do quickly and successfully anything she undertook.

No.45. Had poor health until nine years old. Again this year she experienced a nervous breakdown. She studies about five hours per day. She has ambition to become an authoress or an elocutionist. Her rank among Juniors mentally tested is 9th decile. A girl of inferior mentality and less ambition would probably have failed in school had she this girls record of ill health.

No.47. Ranks $3 \frac{1}{3}$ decile among sophomores tested for mental ability (The test is probably not quite as high as it should be. Mr. Miller noted a disturbing factor which perhaps affected the results.) The home discipline is not as good as it might be. There is complete surrender on the part of the home to a policy of excessive social life. The girls are turned loose to go with most any boy they can catch and as often as they can catch them. Dates are their chief ambition. The girl is very industrious, is ambitious to become a teacher, and holds high standards of personal success. The girl's work and life have been strongly influenced in an upward direction by a lady who took a keen interest in her for a number of years. The woman was ambitious and cultured. The girl acted as her secretary for some time and was doubtless greatly benefited by the contact.

No.50. Experienced a nervous break down when a sophomore. She has been retarded somewhat by the illness, but all other influences are favorable to her success.

Chapter Iv.

Conclusions

1. High school success is favored by good health, good home discipline, average or superior mental ability, an active wholesome social life, absence of retardation, University graduation as an educational aim, a definite and high vocational aim, by good character, by the existence of good feeling between pupil and teachers, by a home tradition which is in sympathy with schools and by high school or higher education of the parents.
2. High school failure is attended by the opposites of the factors just mentioned as favorable to success. An educational aim which falls short of high school graduation or is content with high school graduation goes along with poor grades. The vocational aim of stenography is often attendant upon failure in high school.
3. Ambition and industry "win out" over adverse circumstances.
4. Ill health figured in 16 of the 24 cases of failures studied.
5. Poor home discipline occurs in 9 of 24 homes of failing girls which were visited.
6. 13 of 24 failing girls rank between 1st and 4th decile in the mental tests of their respective classes.
7. The social life of 21 of the 24 failing girls is empty of constructive activity. It is either too limited to afford wholesome recreation, or it is overcrowded with movies, shows, and "dates". In the latter case a girl may be spending most of her time in amusements which are anti-social to the point of being clandestine. Her amusements are of the commercial type such as "movies", shows, in which there is nothing select, and in which

vulgar, public, commercialized entertainment is dinned in upon the individual.

8. In 15 of 23 cases of failures studied the home is deficient in traditions for education.

9. In 19 of 24 cases of failures studied the parents are limited to grade-school education.

10. Fourteen expressions occur among 24 of the (90%+) girls studied, of dislike for certain courses.

11. Twenty expressions occur among 24 of the (75%-) girls studied, of dislike for certain courses.

12. Seven expressions occur among 25 of the (90%+) girls studied, of dislike for certain teachers.

13. Eight expressions occur among 24 of the (75%-) girls studied, of dislike for certain teachers.

14. Dislike for certain teachers is found among high school girls of both extremes (75%-) and (90%+).

15. The high school teaches subjects to many pupils which are distasteful to them as evidenced by 14 of (90%+) and 20 of (75%-) girls who expressed a dislike for particular subjects. 34 of 50 are taking some subjects with which they are out of sympathy. But the difference here between succeeding and failing pupils are decidedly fewer than might have been expected.

16. The (90%+) girls spend on an average near 4.5 hours studying per day. The (75%-) girls spend on an average of 3.5 hours studying per day.

17. Usually a girl's prospect of success or failure in high school may be judged to be correctly surmised when the following points concerning her are known: health, home discipline, social habits, mentality, vocational aim, parents education.

18. For the sake of economy and efficiency the school should know these points before it undertakes the girl's education. The school should know each pupils previous school record as well as the afore mentioned facts or conditions.

19. Girls of the (75%-) class are especially in need of education it must supply factors which their homes cannot furnish. In other words it has through some agency to act as parents to the girls. This is especially necessary in schools such as Urbana high which are predominantly academic in their curriculum. The chasm between the home tradition of education and the academic curriculum is often too great to be successfully crossed by girls who lack a great vision of education.

20. Progressive active cooperation between the homes of the (75%-) girls and the Urbana high school is not attained by any agency at present.

21. If the 3.5 hours (average spent in study per day by 75%-girls) were spent under supervision of the school, failures would probably be reduced to the minimum or eliminated.

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